

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180084

Grants.gov Tracking#: GRANT12659460

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180084

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/22/2018"/>	4. Applicant Identifier: <input type="text" value="954107 USDE"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="416007513"/>	* c. Organizational DUNS: <input type="text" value="5559179960000"/>
---	---

d. Address:

* Street1:	<input type="text" value="450 McNamara Alumni Center"/>
Street2:	<input type="text" value="200 Oak Street SE"/>
* City:	<input type="text" value="Minneapolis"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MN: Minnesota"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="55455-2070"/>

e. Organizational Unit:

Department Name: <input type="text" value="Institute for Global Studies"/>	Division Name: <input type="text" value="College of Liberal Arts"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Evelyn"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Davidheiser"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="612-626-1821"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

African Studies NRC & FLAS: African Studies Center, University of Minnesota

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,992,000.00"/>
* b. Applicant	<input type="text" value="558,879.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,550,879.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Regents of the University of Minnesota

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	111,000.00	114,250.00	111,532.00	112,345.00		449,127.00
2. Fringe Benefits	36,429.00	37,502.00	36,323.00	36,075.00		146,329.00
3. Travel	7,000.00	4,750.00	4,750.00	4,750.00		21,250.00
4. Equipment						
5. Supplies	11,815.00	14,242.00	9,139.00	17,574.00		52,770.00
6. Contractual						
7. Construction						
8. Other	28,200.00	23,700.00	32,700.00	23,700.00		108,300.00
9. Total Direct Costs (lines 1-8)	194,444.00	194,444.00	194,444.00	194,444.00		777,776.00
10. Indirect Costs*	15,556.00	15,556.00	15,556.00	15,556.00		62,224.00
11. Training Stipends	288,000.00	288,000.00	288,000.00	288,000.00		1,152,000.00
12. Total Costs (lines 9-11)	498,000.00	498,000.00	498,000.00	498,000.00		1,992,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 54.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # P015A180084

Name of Institution/Organization Regents of the University of Minnesota	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	80,977.00	83,001.00	85,076.00	87,203.00		336,257.00
2. Fringe Benefits	26,182.00	26,837.00	27,508.00	28,196.00		108,723.00
3. Travel	6,000.00	6,000.00	6,000.00	6,000.00		24,000.00
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	24,220.00	23,076.00	21,903.00	20,700.00		89,899.00
9. Total Direct Costs (lines 1-8)	137,379.00	138,914.00	140,487.00	142,099.00		558,879.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	137,379.00	138,914.00	140,487.00	142,099.00		558,879.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>April Coon</p>	<p>TITLE</p> <p>Director, SPA</p>
<p>APPLICANT ORGANIZATION</p> <p>Regents of the University of Minnesota</p>	<p>DATE SUBMITTED</p> <p>06/22/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1241-GEPA statement African Studies NRC U

Add Attachment

Delete Attachment

View Attachment

Section 427 of the GEPA

African Studies NRC and FLAS University of Minnesota

The African Studies Center takes seriously the University's commitment to diversity and non-discriminatory employment practices. ASC embraces all University policies regarding non-discrimination. Search committees for all positions are carefully designed to be gender-balanced and to have strong representation of ethnic and racial minorities. For all faculty and professional positions, the committee's composition must be approved by the institution's EEO officer before the search can begin. The chair of the committee develops a job description which is reviewed to ensure that it is neutral in terms of gender, race, ethnicity, and sexual orientation. Plans for advertising the position opening must also be approved to ensure that EEO goals are considered. Targeted publication of the position announcement in specialized publications and electronic outlets serving ethnic and racial minorities as well as women is required. Whenever possible, individuals from underrepresented populations are contacted personally and encouraged to apply. ASC works with CLA human resources to ensure that the pool of candidates is as racially, ethnically, and gender diverse as possible. The search committee then reviews all applications and selects a group of candidates for interviews. All applications from protected populations receive special review, and if any member of these groups is not chosen for an interview, ASC documents the reasons for exclusion. A key component of the interview is a discussion of the candidate's commitment to diversity. If the candidate selected is not a member of a protected group, written justification must accompany ASC' request to extend an offer of employment.

All classes offered at UMN must comply with University policy requiring reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. The Disability Services Center assists in ensuring equal access for students with disabilities by documenting disabilities and providing or arranging reasonable accommodations, academic adjustments, auxiliary aids and services, training, consultation, and technical assistance.

To increase study abroad participation among historically underrepresented groups, the Learning Abroad Center at UMN has established the Accessibility Abroad program for students with disabilities, the Multiculturalism Abroad program for students of color, and GLBT Abroad program to encourage participation regardless of sexual orientation. The first program has developed a comprehensive list of sites abroad with access for the disabled. All three programs provide special advising to encourage students to embark on learning abroad programs and to counsel them on how to manage the special challenges that they may encounter abroad.

All on and off campus outreach programs sponsored by ASC must be accessible and provide reasonable accommodations for disabled participants. Furthermore, ASC develops outreach programs specifically targeted for teachers in the Minneapolis and St. Paul public schools, where the majority of students are from underrepresented populations. ASC participates in CLA programs such as the MLK program, which recruits from historically underrepresented populations and works with these students to develop the skills required to succeed at the University.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Regents of the University of Minnesota	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Kevin"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="McKoskey"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director, SPA"/>	
* SIGNATURE: <input type="text" value="April Coon"/>	* DATE: <input type="text" value="06/22/2018"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Prof.	Shaden		Tageldin	

Address:

Street1:	Institute for Global Studies
Street2:	267 19th Ave South Room 214
City:	Minneapolis
County:	
State:	MN: Minnesota
Zip Code:	55405-0473
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(612) 624-9007	

Email Address:

igs@umn.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

**African Studies Center - University of Minnesota
African Studies NRC & FLAS**

Abstract

The African Studies Center (ASC) at the University of Minnesota seeks designation as a Comprehensive National Resource Center in African Studies and funding to build programming that will enhance education at the undergraduate, graduate, and professional school levels, and to provide outreach to K-14 educators, media, business, and general audiences. We also request funding for FLAS fellowships for undergraduate, graduate, and professional school students.

In 2012, the University created the African Studies Initiative to foster collaboration, improve the visibility of UMN’s expertise in African Studies, and integrate African Studies across the UMN-TC campus and to enhance collaboration with vibrant migrant communities right next door. For the last six years, ASC worked to hire new faculty, expand the curriculum, enhance LCTL offerings, and increase outreach to K-14 educators. The success of these projects resulted in the institutionalization of the “initiative” as the African Studies Center. ASC provides a structure for faculty to engage in conversations across disciplines and methodologies and supports a vibrant curriculum in African Studies. ASC draws on instruction in Arabic, Portuguese, Somali, and Swahili on the UMN campus and 20 additional African languages through Course Share, a program of the Big Ten Academic Alliance.

ASC has organized the projects in this proposal around 4 themes identified by faculty groups as areas of strength that will result in institutionalized outcomes. Together these themes and activities emphasize the interconnectedness of Africa and the United States by bringing knowledge produced in Africa to the center of US African Studies and by exploring the interrelation of developments on the African content with developments in diasporic communities in the US.

Project Theme	Activities for Each Theme
1) Border Conflicts: Nation, Religion, Language	1 anchor event
2) African Voices in Global Public Health	Series of workshops/symposia/colloquia
3) African Migrations: Movement & Memory	2-3 new courses/modules
4) Human Trafficking & Human Rights in Africa	1 educator institute 4 AY educator workshops

Curriculum development projects emphasize improving the readiness of our graduates for life in a globalized world, aligning project goals with a University initiative to advance core career competencies. To that end, these projects focus on the development of new experiential pedagogies. ASC also requests seed funding for a new tenure stream position in global health in Africa, an area of focus for readiness initiatives.

ASC also proposes improving student readiness through a series of language projects designed to expand and enhance LCTL instruction:

- Develop online Somali course sequence
- New content-based instruction in LCTLs
- Local internships in Somali, Swahili
- Summer Intensive LCTL courses
- Redesign LCTLs for Course Share
- LCTL resource materials development
- Practica in Somali & Swahili

ASC addresses the absolute and competitive priorities announced by the US Department of Education by developing programming that reflects a diversity of perspectives, encouraging debate, and creating an extensive program of training for K-14 educators. ASC proposes activities that address the competitive priorities by developing collaborative programming with MSIs and Community Colleges and collaborating with our College of Education and Human Development to provide training opportunities to preservice educators.

ASC requests funding for 6 AY graduate FLAS fellowships, 4 AY undergraduate FLAS fellowships, and 4 summer FLAS fellowships. ASC responds to FLAS competitive priorities by committing to include student financial need and student intent to study a priority language in awarding fellowships. Because all of the center languages are designated as serving a national need, ASI anticipates that nearly 100% of awards will meet this criterion.

ASC has developed a comprehensive evaluation plan to assess the impact of these activities on achieving project goals that include

- Enhanced African Studies curricula
- Enhanced student ‘readiness’
- Improved post-graduation placements
- Improved LCTL proficiencies
- Expanded knowledge of critical African issues
- Deeper & broader collaborations with MSIs & GCs

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

African Studies Center
COMPREHENSIVE NRC AND FLAS
IN AFRICAN STUDIES
University of Minnesota
2018-2022

Commonly Used Acronyms

AASP	Association of African Studies Programs
ACTFL	American Council on the Teaching of Foreign Languages
AHC	Academic Health Center
ALL	Department of Asian Languages & Literatures
APAS	Academic Progress Audit System
ASA	African Studies Association
ASC	African Studies Center
AY	Academic Year
BOSSA	Basic Outcomes Student Self-Assessment
BTAA	Big Ten Academic Alliance
CARLA	Center for Advanced Research on Language Acquisition
CBI	Content-Based Instruction
CC	Community College
CEHD	College of Education and Human Development
CEI	Center for Educational Innovation
CFANS	College of Food, Agriculture and Natural Resource Sciences
CLA	College of Liberal Arts
CME	Continuing Medical Education
CSOM	Carlson School of Management
DGS	Director of Graduate Studies
DLI	Director of Language Instruction
FLAS	Foreign Language and Area Studies Fellowship
GPS-A	Global Programs & Strategy Alliance
HBCU	Historically Black Colleges and Universities
HHH	Hubert H. Humphrey School of Public Affairs
HRP	Human Rights Program
ICGC	Interdisciplinary Center for the Study of Global Change
IGS	Institute for Global Studies
IHRC	Immigration History Research Center
LAC	Learning Abroad Center
LC	Language Center
LCTL	Less-Commonly-Taught Language
LRC	Language Resource Center
MESI	Minnesota Evaluation Studies Institute
MHR	Master of Human Rights
MPP	Master of Public Policy
MSI	Minority Serving Institution
NCSS	National Council for the Social Studies
NEA	National Education Association
NGO	Non-Governmental Organization
NRC	National Resource Center
OED	Office of Equality and Diversity
OVPR	Office of the Vice President for Research
PACE	Proficiency Assessment for Curricular Enhancement
SLO	Student Learning Outcome
SPH	School of Public Health
UMN	University of Minnesota
UROP	Undergraduate Research Opportunities Program

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GEPA Section 427 Description

The University of Minnesota (UMN) has a long and proud tradition of engagement in African studies as part of its international commitments. Consistent with its mission as a land-grant institution located in a major urban area and with global reach, the University has renewed its dedication “to be preeminent in solving the grand challenges of a diverse and changing world.” Its faculty are leaders in the production of international research and the training of the next generation of global citizens. Its language programs are leaders in content-based and proficiency-based instruction, and its learning abroad programs have set the standard for the nation. The breadth and depth of African and international studies are key components of graduate and professional programs that span the University, from languages, literatures, and the social sciences to agriculture, education, and public health. In recognition of these achievements, in 2016 the UMN received the inaugural *Institutional Award for Global Learning, Research, and Engagement* from the Association of Public and Land-grant Universities. Six years ago, UMN launched the African Studies Initiative (ASI), designed to foster collaboration among faculty from across departments and professional schools, to expand curriculum, and to enhance the visibility of UMN’s expertise in African studies to audiences beyond the University. The creation of ASI acknowledged UMN’s location amid large African diasporas and the increasing role of those diasporas in the University. ASI successfully linked African Studies expertise in the humanities and social sciences with professional programs. The project achieved significant success, and we are now marking the institutionalization of our efforts by renaming the African Studies *Initiative* as the African Studies *Center* (ASC). If awarded, the ASC will serve as the National Resource Center in African Studies at UMN.

Chapter A: Program Planning and Budget

A.1 Quality and Relevance of Programming: As ASC looks forward to the next four years, we

propose to develop programs that continue to build depth and breadth in African Studies by focusing on two goals that accent the interconnectedness of Africa and the United States: 1) to bring knowledge produced on the African continent to the center of U.S. African Studies, and 2) to explore the interrelation of key developments on the African continent with those in diasporic communities in the U.S. The proposed activities are directly aligned with the goals of the NRC and FLAS programs (language training, curriculum, and outreach that address national needs) and will create new opportunities for students, improving their readiness for life in a globalized world and encouraging those interested to enter government service. Each theme is connected to activities that build intellectual strengths and that are then linked to new curricular and outreach projects. The structure ensures that the proposed activities have a solid foundation in evolving curricular and scholarly initiatives across the University and that they will be institutionalized.

Table A.1: Organizing Themes 2018-22
Themes: 1. Border Conflicts: Nation, Religion, Language 2. African Voices in Global Public Health 3. African Migrations: Movement & Memory 4. Human Trafficking & Human Rights in Africa

A.1.i. Building Intellectual Strength in African

Studies: Over the next four years, we propose to develop programs that build strengths in four key thematic areas (see table A.1). These themes

resulted from a yearlong series of conversations with African Studies faculty. The themes reflect areas in which UMN has significant interdisciplinary capacity and which faculty have identified for further institutionalization of African Studies. Each theme is led by UMN faculty experts in the field, ensuring intellectual leadership and oversight. For each theme, we propose a set of activities, such as workshops, symposia, or colloquia that lead to or follow from an anchor event (budget VIII.c). These **activities that build intellectual strengths** engage faculty and graduate students in critical debates on urgent issues in Africa today and their global/local implications and are coupled with **curriculum development workshops** for faculty, including faculty from

community colleges (CCs) and minority-serving institutions (MSIs), institutionalizing these strengths as new course and program content in African studies. Themes are also linked to outreach projects that bring new knowledge to educators and the public through activities designed in tandem with these audiences. This ensures that the proposed activities have a solid foundation in evolving curricular and scholarly initiatives across the University.

The theme **Border Conflicts: Nation, Religion, Language** explores the roots of conflict and opportunities for conflict resolution. It is led by Profs. Abdi Samatar (p. 112) and Josef

Woldense (p. 136). **African Voices in Global Public Health** brings together faculty from CLA and the Academic Health Center (AHC). It is led by Prof. Susan Craddock (p. 40) and Prof.

Michael Westerhaus (p. 133) and will draw on knowledge generated in African communities.

African Migrations: Movement and Memory builds on UMN's strengths in migration studies.

It explores African migration from continental and global perspectives and is led by faculty from CLA, Prof. Cawo Abdi (p. 13), and from the Humphrey School of Public Affairs (HHH), Prof.

Ryan Allen (p.16). **Human Trafficking and Human Rights in Africa** will be led by Barbara Frey, Director of the Human Rights Program (p. 50), and Prof. Audrey Dorélien (p. 44) from

HHH. To build a broader set of partnerships and foreground African voices, we will work with

sister African Studies centers to support the **African Theory from the Continent Collaborative**

(budget VIII.a), which will bring African scholars to the U.S. to visit multiple campuses. U.S.

institutions often favor African scholars in the humanities and interpretive social sciences whose

theoretical paradigms are indebted to Western thought. This collaborative seeks to expand that

purview of theoretical engagement beyond those thinkers well-known in U.S.-based African

Studies and to broaden the diversity of perspectives on Africa represented in the U.S. university.

A.1.ii. Curriculum and Program Development: The activities designed to build intellectual strengths will directly impact curriculum and program development. The projects proposed below will both deepen African Studies content across the University and, in keeping with UMN's focus on developing core career competencies, develop new experiential learning opportunities that will strengthen readiness for life after graduation and encourage interest in careers in government service. Many of our proposed projects also connect the global and the local. In conjunction with **Border Conflicts**, we will develop a new course on "Past in Afrofuturisms" (budget I.c.1) that traces the historical roots of contemporary efforts to reimagine African nationhood beyond colonial borders, a linguistics field methods course for Somali heritage language learners (budget I.c.2) that trains students to navigate the borders between vernacular and literary Somali, and a new course, *Religion and Nation in Africa: Roots of Conflict, Routes to Resolution* (budget I.c.3). Development in **African Voices in Global Public Health** will include support for a new tenure stream faculty position, reflecting institutional commitment to this area (budget I.c.4; position description, App. I). To further student readiness we propose the redesign of a community-based public health course in the Academic Health Center (AHC) (budget I.c.5) and a field based practicum on sourcing health statistics for advocacy (budget I.c.6). To deepen knowledge about **African Migrations**, we propose a new interdisciplinary graduate seminar on "Migration and Movement in West Africa" (budget I.c.7). We also propose the development of a lab component for the Human Rights Advocacy course that will provide students with an opportunity to work on a designated African case, gathering data and developing policy proposals (budget I.c.8). Finally we propose the development of a May term Global/Local practicum exploring Somali migration to Minnesota and to Kenya (budget I.c.9). Under the theme **Human Trafficking and Human Rights in Africa**, we propose

a new upper division undergraduate course that will explore this difficult issue through literature (budget I.c.10). We also propose development of a May term course in Africa that will explore the slave trade in both historical and contemporary contexts (budget I.c.11).

1.A.iii.Outreach: The proposed outreach activities reflect the faculty-driven themes for the project and draw on the strong collaborative foundations described in chapter I below. These include extensive partnerships with community colleges (CCs), minority serving institutions (MSIs), and public school systems serving under-resourced communities. We will recruit participants in our outreach activities from these institutions and collaborate with African educators and educators of color. For each of the themes, we propose an **Educator Summer Professional Development Institute**, open to pre-service and K-14 educators, and a **series of academic year workshops** (budget I.d). Two types of AY workshops will be offered: one for pre-service and K-12 educators and one for CC educators. We also propose the creation of **ASC Curriculum Writing Teams** (budget VIII.b.2), linking a national cohort of K-12 educators with UMN faculty and resources to produce new curriculum. We will particularly recruit participants from Title I and Title III eligible schools. In collaboration with the **African Studies Outreach Council**, we propose educator workshops at the African Studies Association (ASA) and National Council for the Social Studies (NCSS) conferences (budget VIII.d.4). We propose a collaborative curriculum development project abroad with CCs, HBCUs, and MSIs (budget VIII.b.6). We will also collaborate to support travel to the Association of African Studies Programs (AASP) meetings for faculty from these institutions (budget III.b.3). Finally, we propose developing online curriculum resources for K-14 educators (budget VIII.d.3). In addition to outreach to educators, each theme's anchor event will include a workshop geared toward professionals in business, media, or the arts (budget VIII.a.1-4)

A.1.iv. Language Projects: ASC will enhance instruction in less commonly taught languages (LCTLs) through a set of projects that expand the depth and breadth of the curriculum and that focus on improving and evaluating proficiency. We will expand access to our **Somali** language program, one of only a few in the country, through the development of an online Somali course sequence, including training in online pedagogy (budget I.b.1). We also request funding to improve the quality of language courses through **CourseShare**, a project of the Big Ten Academic Alliance (BTAA) that allows students to enroll in language courses offered by another institution through distance education technology. We request funding to develop pedagogies appropriate for this mode of delivery and to develop and pilot a course in Somali (budget I.b.5). We propose partial funding for **summer intensive** courses in Somali, Swahili, and Portuguese (budget I.b.4). To enhance experiential LCTL learning opportunities, we propose an **internship program** for students in community based media in Somali and Swahili (budget I.b.2) and **community based practica** for advanced level Somali and Swahili (budget I.b.7). These build on the strength of our diverse African population in the Twin Cities, increasingly represented in the University, and create internship or service learning opportunities for our students. We also propose the redesign of content-based instruction in Portuguese and Somali (budget I.b.3). Finally, we propose the development of new resources for advanced courses and language proficiency examinations (LPEs) in Somali, Swahili, Portuguese, and Egyptian Arabic (budget I.b.6). In addition to curricular projects, we propose partial funding for a session on Teaching African LCTLs at a symposium on contemporary African linguistics (budget VIII.b).

A.1.v. Additional Program Support: ASC will sponsor a competition among UMN faculty proposing projects abroad designed to strengthen African studies. Teams will be challenged to develop innovative pedagogies and programs linking courses and curriculum to institutions

abroad, new interdisciplinary courses, or new approaches to integrating foreign languages into non-language curricula. ASC will select two teams each year for such an award, which will be co-sponsored by GPS-A (matching budget III.a). ASC proposes supporting the **library** through targeted acquisitions that build on existing strengths in African Studies and that address new needs, particularly those associated with the project themes (budget V.a). We propose building the **LCTL resources** to support the curriculum developed during the project period (budget V.c). We propose funding for materials that will support the outreach workshops for **K-16 educators** and outreach coordinator conference travel (budget V.b & budget III.b.2).

A.1.vii. Evaluation: ASC requests funding to support an ongoing outcomes-based **evaluation** of the programs described here (budget I.a.2; see chapter C below).

A.1.viii. FLAS fellowships: ASC requests funding for 6 academic year graduate level fellowships, 4 academic year undergraduate level fellowships, and 4 summer fellowships for graduates or undergraduates (budget p.3).

A.2 Development Plan/Timeline & Effective Use of Resources: The proposed plan creates a carefully constructed timeline of activities that effectively combines existing faculty strengths and Center resources with new funding in order to meet our ambitious goals by the end of the grant cycle and to institutionalize the gains that we anticipate. (See table A.2).

Table A.2 Development Plan							
Key:	Launch =	Execute =		Institutionalize =			
Budget line	Activity	2018-19	2019-20	2020-21	2021-22	Impact	
Project Theme: Border Conflicts: Nation, Religion, Language – Faculty: Abdi Samatar, Josef Woldense							
VIII.c.1	Building intellectual strength					Deeper interdisciplinary expertise	
	Anchor event						
	Workshop/colloquium/symposium						
	Curriculum development						
I.c.1	New course: Past in Afrofuturisms					New interdisciplinary course	
I.c.2	Linguistics Field Methods for Heritage Languages: Somali					Enhanced readiness & proficiency	
I.c.3	Field-based practicum: Languages of Africa					Enhanced readiness & proficiency	

	Outreach					
I.d.1	Summer educator institute					New curriculum for K-16
I.d.2	AY workshops for educators					
VIII.c.1	Media workshop					Improved public knowledge in African Studies
Project Theme: African Voices in Global Public Health – Faculty: Susan Craddock, Michael Westerhaus						
VIII.c.2	Building intellectual strength					
	Anchor event					Deeper interdisciplinary expertise
	Workshop/colloquium/symposium					
	Curriculum development					
I.c.4	Seed new faculty line in Global Health					Enhanced capacity in Global Health
I.c.5	Redesign community based public health course					Increased African content in health curriculum
I.c.6	Field based practicum: African based health statistics					Enhanced readiness
	Outreach					
I.d.3	Summer educator institute					New curriculum for K-14
I.d.4	AY workshops educators					
VIII.c.2	Workshop for health professionals					Improved public knowledge in African Studies
Project Theme: African Migrations: Movement & Memory – Faculty: Cawo Abdi, Ryan Allen						
VIII.c.3	Building intellectual strength					
	Anchor event					Deeper interdisciplinary expertise
	Workshop/colloquium/symposium					
	Curriculum development					
I.c.7	Graduate seminar: Migration & Movement in West Africa					New interdisciplinary course
I.c.8	Human rights lab module					Enhanced readiness
I.c.9	May term global/local practicum					Enhanced readiness
	Outreach					
I.d.5	Summer institute					New curriculum for K-14
I.d.6	AY workshop					
VIII.c.3	Workshop for professionals					Improved public knowledge in African Studies
Project Theme: Human Trafficking & Human Rights in Africa – Faculty: Barbara Frey, Audrey Dorélien						
VIII.c.4	Building intellectual strength					
	Anchor event					Deeper interdisciplinary expertise
	Workshop/colloquium/symposium					
	Curriculum development					
I.c.10	New undergrad. literature course					New interdisciplinary course
I.c.12	May term course abroad: Slave Trade					Enhanced readiness
	Outreach					
I.d.7	Summer institute					New curriculum for K-14
I.d.8	AY workshop					
VIII.c.4	Workshop for professionals					Improved public knowledge in African Studies
Language Projects						
I.b.1	Develop & offer new online course sequence in Somali					Improved proficiency
I.b.2	LCTL Internships: Somali					Improved proficiency/
	LCTL Internships: Swahili					Enhanced readiness
I.b.3	CBI Portuguese					Improved proficiency
I.b.3	CBI Somali					

I.b.4	Summer intensive LCTL courses					Access to LCTLs
I.b.5	Redesign for CourseShare - Wkshp					
I.b.5	Redesign for CourseShare: Somali					
I.b.6	Develop Materials for Adv. LCTLs & LPEs					
I.b.7	Community based practicum – Somali					Improved proficiency/ Enhanced readiness
I.b.7	Community based practicum – Swahili					
Additional Outreach Projects						
VIII.b.2	ASC Curriculum Writing					New curriculum for K-14
VIII.b.3	On-line teaching resources					
VIII.b.4	Workshop at ASA (collaboration)					
VIII.b.4	Workshop at NCSS (collaboration)					
VIII.b.5	African language materials archive (collaboration)					Enhanced proficiency
VIII.b.6	Workshop for MSI & Com. Coll. (collaboration)					New post-secondary curriculum
Faculty Travel Initiatives						
III.a						Deeper partnerships abroad/enhanced curriculum

A.3 Cost of Proposed Activities: ASC has contained the costs of the proposed activities by leveraging resources from CLA, the Provost, the Office of the Vice President for Research (OVPR), and GPS-A. Most administrative costs associated with implementation are assumed by the University. The University further commits to the institutionalization of and continued financial support for the programs developed (new faculty line, new courses and modules, etc.). In selecting curriculum development projects, ASC assessed sustainability by evaluating faculty and staff resources, institutional commitment to the project, and long-term relevance. In addition, ASC collaborates with a range of UMN centers, including the Department of African American & African Studies (AAAS), Institute for Global Studies, the Interdisciplinary Center for the Study of Global Change (ICGC), and the Center for Advanced Research on Language Acquisition (CARLA, an LRC), as well as with sister African Studies centers and universities, particularly those in the BTAA. These strategies enhance the efficient use of federal funds.

A.4. Long-Term Impact on Student Training Programs: The strength of this proposal is the degree to which projects build on existing capacity, expand that capacity through faculty

development, expand access, and institutionalize these achievements. The result will be an African Studies curriculum that is better integrated across disciplines, collegiate units, and levels of instruction. As table A.2 indicates, the plan will result in the addition of 9 new courses and new pedagogies integrated into the curriculum. The plan will expand the depth and breadth of access to LCTLs by supporting 8 courses, improving CourseShare, and creating teaching resources. Together these activities will result in a greater number of students with access to experiential learning opportunities, including practica, internships, and course work abroad. These in turn will improve student readiness through development of core career competencies. The symposia and anchor events associated each of the themes contribute significantly to graduate student training, exposing our students to diverse perspectives from a range of scholars (including those of African scholars to be brought to UMN through the African Theory from the Continent Collaborative) and providing a forum for graduate students to write on critical issues and to receive feedback on their own work. Similarly, outreach workshops to professional audiences will provide important networking opportunities for professional school students.

Chapter B: Quality of Staff Resources

As the description of resources throughout this proposal will demonstrate, ASC and UMN are well positioned to achieve these goals.

B.1. Quality of Teaching and Other Professional Staff Members: ASC is a multi-disciplinary administrative forum for the facilitation and coordination of collaborative research, teaching and outreach initiatives pertaining to Africa and African Studies and will serve as the administrative home of the proposed NRC. ASC is led by Prof. Shaden Tageldin (app. I, p. 7), whose transcultural and transregional approach to African Studies instruction and scholarship informs the ways in which ASC forges a community of scholars and students organized around common themes. ASC benefits from the 286 faculty, lecturers, and teaching specialists who provide

instruction for 913 African area studies and language courses at the UMN. Their qualifications are captured in the CVs in appendix I. 161 are tenured faculty, and an additional 42 are on the tenure track. 98% of these instructors hold PhDs, and others have earned at least one master's

Table B.1: Staff Resources Directly Supporting ASC		
Staff Member	Title	Degree
ASC Core Staff		
Shaden Tageldin	Director & PI	PhD
Klaas van der Sanden	Associate Director	MA
Deborah Jane	Outreach Coordinator	MA
Patricia Baehler	Events Coordinator	MA
Lydia Brosnahan	FLAS Coordinator	BA
Kieran Dihtal	Finance Manager	BA
Jenna Conley	Accounts Specialist	BA
Malaika Grant	Librarian	MS
Institute for Global Studies		
Evelyn Davidheiser	Director & Asst. Dean for Intl Prog.	PhD
Klaas van der Sanden	Program Director	MA
TBD	Administrative Director	BA
Danielle Dadras	Coord. of Curriculum and Advising	PhD
Jennifer Mikolajczyk	Admin Specialist	MA

or professional degree. Core ASC faculty also demonstrate a breadth of training in a language appropriate to their field (see Appendix I). Graduate student instructors are selected based on their emerging areas of expertise and are required to have special pedagogical

training from their department as described in chapter F (p. 31). ASC is housed within the IGS, the principal international unit in CLA, and is administratively supported by both its own professional staff and the professional staff of IGS (see table B.1).

Professional Development Opportunities: The Office of Academic Affairs and Provost provides development opportunities throughout a faculty member's career, including grant writing seminars, mentoring programs, and faculty development seminars. Faculty across the UMN are expected to maintain a rigorous research program and are provided with substantial resources to ensure this. For African Studies faculty across the University, significant funding is provided by the GPS-A. \$500,000 per year supports international travel and collaborative interdisciplinary groups addressing international issues. 32% of these projects include significant African Studies content. In addition, African Studies faculty receive funding from their home departments to

support professional activities. To encourage teaching and research abroad, the University has developed 26 official linkage agreements with partner institutions in Africa (see H, p. 44). In addition to regular sabbatical opportunities, faculty are supported through programs such as the McKnight Fellowship, Grant-in-Aid, and the Imagine Fund. Beyond individual support, increasingly UMN supports collaborative projects. These include collaboratives in the Interdisciplinary Center for the Study of Global Change, Interdisciplinary Working groups funded by CLA, Global Spotlight Research Groups, Institute for Advanced Study Collaboratives, the Human Rights Program, and Internationalizing the Curriculum Cohort. UMN's Grand Challenges initiative supports collaborative work and joint research projects that address any of five themes, each of which provide significant opportunity for African studies work (Assuring Clean Water & Sustainable Ecosystems; Fostering Just & Equitable Communities; Advancing Health through Tailored Solutions; Enhancing Individual & Community Capacity for a Changing World; and Feeding the World Sustainably).

Commitment to Teaching, Supervision, and Advising of Students: African Studies faculty and staff are directly engaged in the teaching, supervision, and advising of students. Tenure stream faculty are required to teach four courses each academic year, and professional teaching staff are required to teach six courses per year. Professional development opportunities are also provided to improve teaching through the Center for Educational Innovation (CEI), and all graduate teaching assistants receive specialized pedagogical training through CEI's workshops. All are expected to hold regular office hours to discuss course specific content and provide academic career advising to supplement the extensive professional advising network available to students as described below (H.2, p. 41). Information on the percentage of time UMN faculty devote to African Studies can be found in Appendix I beginning on page 20. In addition, faculty supervise

undergraduate directed studies projects and senior research/capstone projects, and engage with students through the Undergraduate Research Opportunities Program (UROP), including International UROP. Graduate students, whether candidates for the MA, PhD or a professional degree, are assigned a faculty adviser. In most programs with African Studies content, graduate students further benefit from explicitly interdisciplinary advising. All PhD committees, for example, require external readers, and these individuals play an important role in the development of the final dissertation. ASC has also supported innovative field-based graduate advising that draw on collaborations with colleagues on the African continent.

B.2. Staffing & Oversight Arrangements: ASC staff support is presented above in table B.1. To implement the work proposed for the 2018-22 project, the faculty director, Prof. Shaden Tageldin, will be supported by an associate director, a professional outreach coordinator, and a FLAS coordinator. ASC also draws on the administrative infrastructure of IGS. For full biographies, see Appendix I, pp. 7-12. Oversight for ASC is provided by the advisory board (see table B.2). The board is designed to provide wide representation of faculty and programs

Table B.2 ASC Advisory Board
Shaden Tageldin, NRC Director
Tade Okediji, Chair African American & African Studies Department
Evelyn Davidheiser, Director of IGS & Asst. Dean for International Programs
Karen Brown, Director ICGC
Deborah Jane, Outreach Coordinator
Katrien Vanpee, Arabic DLI
Malaika Grant, African Studies Librarian
Frances Vavrus, CEHD
Michael Westerhaus, AHC

engaged with ASC activities including languages, the professional schools, and the Libraries. To ensure collaboration and consistency with educator needs, ASC further requires that one member of the advisory board be drawn from the College of Education and Human Development (CEHD). The

advisory board meets once per semester and convenes subcommittees to work on particular project areas (curriculum, language, symposia). Finally, the Board and center staff meet regularly with the program evaluator to receive updates on the ongoing evaluation process and to discuss

necessary adjustments. (See chapter C for a detailed description of the evaluation process.)

B.3 Nondiscriminatory Practices (GEPA): ASC encourages applications from traditionally underrepresented populations through strategic advertising of open positions and careful scrutiny of candidate pools. ASC draws on connections made with stakeholders – local NGOs, students and alumnae, educators, and diverse communities in the Twin Cities – to recruit actively for diversity. (See table B.3).

Table B.3: Search Committee Procedures
1) Committee designed to be gender balanced and to have strong representation from ethnic and racial minorities, verified by College
2) Chair of committee develops job description, which is reviewed to make certain that it is neutral in terms of gender, race, disability, and ethnicity
3) Position announcement is published broadly and in specialized newspapers and online sites serving ethnic and racial minorities and women
4) Identified individuals from underrepresented populations contacted personally and encouraged to apply
5) ASC works with the College to make certain that the pool is as racially, ethnically, and gender diverse as possible
6) Search committee reviews all candidates' applications according to published qualifications and selects a small group for interviews
7) Applications from underrepresented populations receive special review for documented reasons for exclusion
8) Candidate is selected. If this person is not a member of a minority group or a woman, written justification must accompany the ASC's request to the College to extend an offer of employment

Chapter C: Impact and Evaluation

C.1. Impact of ASC Activities: ASC has a significant impact on the African Studies capacity of the University, community, region, and nation. It has emerged as an innovator in the field through programs that 1) expand access to African area studies and LCTL instruction, 2) build and disseminate knowledge of critical issues in African Studies, and 3) engage educators, media, business, and the community. Additional evidence is the excellent placement record of its graduates. Table C.1 provides indices of this impact as measured in 2016-17.

Table C.1. Demonstrated Impact of Center Programs (measured 2016-17)		
Training Program/Activity	Impact	Indices
Foreign language training	Build national capacity in foreign language expertise	
Breadth of language curriculum	Produced graduates with competencies in a range of LCTLs and languages identified as national priority languages	Number of languages offered: 4 Number of languages available through CourseShare: 9 All are LCTLs and priority languages

Train students at the advanced level in LCTLs	Increased the number of speakers of LCTLs at the advanced level See Chapter G, p. 33	LCTL Enrollments: - 1 st Yr/Beginning: 328 - 2 nd Yr/Intermediate: 123 - 3 rd Yr+/Advanced: 173
Assess study proficiency through LPEs and proficiency tests (PACE)	Created and credentialized a cadre of FL speakers with advanced levels of proficiency See Chapter G, p. 33	LCTL: - Passing rate: 86% - LPEs developed: 3
FLAS	Increased the number of speakers of LCTLs and area studies experts	FLAS Fellows at UMN (2014-2018): 44 # of African Languages: 9 Advanced (3 Yr+): 39 %
Training Students in African Studies	Contribute to supply of specialists in their fields	
Offer African studies content across the University	Access to African studies content for a range of post-graduate opportunities See Appendix II	Courses with African Studies Content: Undergraduate CLA: 321 Graduate CLA: 182 Professional Schools: 356
Develop new courses & curriculum	Expand the breadth of African Studies	Courses developed since 2014: 28
Provide opportunities for majors/minors with significant African Studies content	Expand African Studies knowledge of graduates See Chapter H, p. 41 for list and description of Majors and Minors	<u>Undergraduate Majors</u> - CLA: - Global Studies: 78 - AAAS: 22 - Others: 134 - Professional Schools: 16 <u>Graduate Majors</u> - CLA: 31 - Professional Schools: 108
Provide study abroad opportunities in Africa	Expand the cultural competency of graduates	Study Abroad Programs: 19 Study Abroad Students: 362
Graduate students with African studies expertise	Contribute to the supply of specialists	Graduates - Bachelors: 462 - Masters: 54 - Doctorates: 5
Provide career advising	Placements that increase African studies expertise in workforce See Table C.5 for details	Placement of Graduates: - Government: 21 - For Profit: 241 - Not for Profit: 48 - Education: 66
Enhance Faculty Expertise in African Studies	Deepen national capacity in African Studies	
New faculty hires/lines in African Studies across the disciplines	Increased specialized knowledge in UMN African Studies programs	19 new faculty since 2014 in the -Social Sciences: 4 -Humanities: 1 -Professional Schools: 14
Hold workshops and symposia	Increased interdisciplinary knowledge of African issues with seminars, lectures, symposia.	Attendees: - Faculty (UMN&non-UMN): 64 - Students: 342 - Public: est. 500
Dissemination to community, region, nation	Expand public knowledge of African issues	
Publish research in and knowledge of African issues	Expand expert knowledge Expand knowledge of general public	Books (authored + edited): 31 Articles: 164 Book Chapters: 86 Lectures/Presentations: 265 Reports/Working Papers: 47

Hold public events (seminars, lectures, etc.)	Enhanced general public's (media, business, other) familiarity with African topics	# of events: 121 # of non-UMN participants: est. 600 Media interventions by faculty: 8
Outreach to K-14 Educators	Expand African Studies in the K-12 and CC curricula See Chapter I, p. 45	Educator Prof. Dev. Institutes: 6 Workshops: 11 # Participants: K-12: 477 CC: 34 # Curric. Modules produced: 22 # Students reached: 32,000

C.2. National Needs and Dissemination to Public: The ASC activities proposed in Chapter A focus on addressing national needs through 1) the enhancement of LCTL programs in critical languages, particularly at the advanced levels, 2) increased accessibility through the creative use of technologies, 3) a focus on career readiness, and 4) the production of critical African studies knowledge and its dissemination through teaching and outreach. ASC has a strong record of public outreach and engagement, the third leg in the tripartite mission of the UMN as a land-grant institution. In the last four years, ASC hosted 4 international conferences and symposia, 46 public lectures, 4 media workshops, 42 educator workshops, and other public events such as film screenings and art exhibits. Many of these events were organized in collaboration with local and regional NGOs (e.g. the Midwest Coalition for Human Rights or the Islamic Resource Center), civic groups (such as the Minneapolis Foundation), and a variety of media sources. In 2016-17, an estimated 600 members of the general public attended the events and an even greater number accessed these events through a range of media outlets, including social media coverage.

C.3. Equal Access and Treatment: ASC is committed to the principle of providing equal access to and diversity in its programs. At UMN, the Office of Equity and Diversity (OED) provides expertise and resources and enforces compliance with the University's policy of eliminating "individual and systematic barriers that inhibit individuals and groups from attaining equal access to UMN employment, education, programs, and services." Table C.2 presents programs

that demonstrate UMN’s commitment to enhancing diversity and creating a culture of inclusion that is intellectually welcoming of diverse perspectives and experiences.

Table C.2 Sample Programs Promoting Access & Diversity	
<p>Institute for Diversity, Equity, and Advocacy: supports interdisciplinary groups of faculty & community scholars</p> <p>Race, Indigeneity, Gender, and Sexuality Studies initiative in CLA “provides a recognizable and sustainable hub for rigorous theoretical work and engaged scholarship on diversity, social justice, and inequality.”</p>	<p>Recruiting grants: CLA grants of \$10,000 to departments to recruit diverse graduate student cohorts</p> <p>Core Career Competencies in CLA identifies “engaging diversity” as a student learning outcome.</p> <p>The MLK advising program in CLA provides targeted support to historically underrepresented populations in undergraduate programs.</p> <p>Multicultural Study Abroad Group initiative of LAC to increase access and participation for underrepresented groups</p>

These programs have had a significant impact on the University, with diversity increasing between 2014 and 2017 (see table C.3 below). ASC also promotes access and diversity in its outreach activities, developing programming that resonates with diverse audiences. For example, in 2016-17, with a grant from OED, ASC offered a year-long series entitled

Table C.3: Diversity		
	2013	2017
Faculty of Color		
UMN	18%	19%
CLA	19%	20%
Students of Color		
UMN	17%	22%
CLA	19%	22.7%
LAC	13%	24.5%

Teaching Issues of Social Justice that reached over 100 educators from schools that serve primarily students of color and/or students receiving free/reduced price lunch.

By designing programs in collaboration with these

educators and addressing topics that speak to their immediate concerns, ASC programs increase access for educators working with diverse populations. In addition to our commitment to diversity, ASC and UMN adhere to practices and policies that ensure access to individuals with disabilities and the elderly. UMN abides by the Americans with Disabilities Act, and students, faculty, and community audiences draw on a range of accommodations including testing accommodations, document conversion, interpreting and captioning, and access assistants.

C.4. Comprehensive Evaluation Plan: UMN is committed to on-going assessment of programs and student learning. ASC has developed a comprehensive evaluation plan by identifying clear

SMART goals (significant, measurable, achievable, relevant, time-based) to measure the impact of center activities. The plan evaluates the impact of the theme-based programming in the four activity areas of enhancing instruction in LCTLs, building strength in African studies, developing curricula that supports student readiness, and outreach to K-16 educators and other external audiences. It establishes baseline data and develops clear performance measures designed to allow for ongoing improvements (see Table C.4). In addition to the quantitative data, ASC will also collect qualitative data through surveys, focus groups, and interviews. These data also track the degree to which center activities promote diversity and access. Most data are readily available through comprehensive UMN data warehouses and in departmental and Center records. ASC also works with the UMN Office of Institutional Research, which specializes in customized data queries; the Alumni Association for placement tracking; and the Office of Public Engagement for data on institutional impact. To provide consistency in programmatic evaluation, the Evaluation Team (consisting of an academic advisor, ASC outreach coordinator, FLAS coordinator, ASC associate director, and an outside evaluator from the Minnesota Evaluation Studies Institute [MESI] in CEHD) will hold meetings every semester to conduct formative interim evaluations, track progress, and identify adjustments to projects and budgets. The presence of a professional evaluator from MESI ensures objective assessment of progress toward project goals.

Table C.4 Outline of Evaluation Plan
Guiding evaluation questions: Do ASC activities and training programs have a significant impact on university, community, region and nation? Do ASC activities and training programs have a significant impact on K-12, community college, business, media and general public? Do ASC activities provide equal access and treatment?
Quantifiable data collected via surveys and focus groups, UMReports, Office of Institutional Advancement reports, Center Records, all submitted biannually to both Evaluation Team and US/ED, increasing next year's relevant focus and guiding budgeting decisions.
NRC Mission Statement 1: Enhance and grow the instruction of priority LCTLs
Goals: Improve enrollments and high level proficiency in LCTLs. Increase foreign languages in the non-language curriculum.

Significant Activities	Measurable Indicators
<ul style="list-style-type: none"> *Develop online Somali course sequence (I.b.1) *Internship program for Somali/ Swahili LCTL students (I.b.2) *CBI redesign LCTL: Portuguese, Somali (I.b.3) *3 Summer Intensive LCTL courses *4 LCTLs redesigned for Course Share (I.b.5) *4 Community Based Practica for Advanced LCTL courses (I.b.7) *Community LCTL internships (I.b.9) * African Language Materials Archive (VIII.b.5) 	<p>Formative Indicators (to be tracked over time)</p> <ul style="list-style-type: none"> - course development and UMN approval process - # of courses and levels offered, enrollments & student evaluations - incorporation of new class material - # of courses enhanced through PACE (see Chapter G, p. 36) - conference attendance & proceedings - % participants from underrepresented groups <p>Summative Indicators (collect annually & at end of grant cycle)</p> <ul style="list-style-type: none"> - increase of graduates with advanced LCTL skills - job placements - LPEs administered and passing rates
<p>NRC Mission Statement 2: Improve and grow knowledge of critical African issues and African Studies faculty capacity; make knowledge available to business and media professionals and to general public</p>	
<p>Goals: Expand knowledge in African Studies and incorporate African Studies research & scholarship in UMN, via activities involving business, media & general public</p>	
Significant Activities	Measurable Indicators
<p>Theme Based</p> <ul style="list-style-type: none"> * New faculty hire Global Health in the African context (I.c.4) * 4 Interdisciplinary anchor events with business/media workshop (VIII. 1-4) * 4 Workshop/colloquium/symposium series (VIII.a.1,2,3,4) 	<p>Formative Indicators (to be tracked over time)</p> <ul style="list-style-type: none"> - #s of conferences, workshops, seminars, lectures - #s and names of participants' institutions - # of disciplines represented by participants - #s of research collaborations - # of attendees from business/media/general public - % participants from underrepresented groups <p>Summative Indicators (collect annually & at end of grant cycle)</p> <ul style="list-style-type: none"> - # publications - incorporation into UMN curriculum (# of teaching cases, class modules, etc.) (survey syllabi) - incorporation into non-UMN (Community College) curriculum (survey # of teaching cases, class modules, etc.) - student evaluations
<p>NRC Mission Statement 3: Improve and expand curricula with African Studies content & improve placement of African Studies graduates</p>	
<p>Goals: Increase African Studies curriculum with new interdisciplinary courses in Liberal Arts and Public Health; improve African studies competency of UMN graduates</p>	
Significant Activities	Measurable Indicators
<ul style="list-style-type: none"> * Redesign community based public health course, AHC (I.c.5) * 2 practicum courses (I.c.3,6) * 4 new courses in African Literature, History, linguistic field methods (I.c.1,2,7,10) * Lab-based component for Human Rights course (I.c.8) * 1 new May-Term global/local practicum Somali migration Minnesota, Kenya (I.c.9) * 1 new May-Term Abroad course on slave trade (I.c.11) 	<p>Formative Indicators (to be tracked over time)</p> <ul style="list-style-type: none"> - course development and UMN approval process - # of courses offered, enrollments & student evaluations - incorporation of new class material (syllabi) - % participants from underrepresented groups <p>Summative Indicators (collect annually & at end of grant cycle)</p> <ul style="list-style-type: none"> - increase of graduates with global competencies - job placements (survey-track degrees granted)
<p>Mission Statement 4: Offer theme-based outreach in African Studies to elementary, secondary, and tertiary educational institutions. Deepen connections with MSIs and Community Colleges.</p>	
<p>Goals: Increase African Studies content in pre-service, K-16 curriculum. Through UMN networks and departmental collaborations, increase depth and breadth of business and media outreach. Deepen connections with MSIs and Community Colleges.</p>	
Significant Activities	Measurable Indicators

<ul style="list-style-type: none"> * 19 Access Stipends for preservice, K-12, and Community Colleges, MSI educators (VIII.b.1) * 4 Professional Development Summer Institutes (I.d.1,3,5,7) * 4 curriculum writing teams with Title I & Title III schools to develop online web resources and training (VIII.b.2) * 4 AY workshops for pre-service & K-12 educators (I.d.2,4,6,8) * 4 AY workshops for CC educators (I.d.2,4,6,8) * 4 Online digital workshops/electronic dissemination of Institute Content (VIII.b.3) * 4 educator workshops at ASA * 4 educator workshops at NCSS * CABA award support (4 years) 	<p><u>Formative Indicators (to be tracked over time)</u></p> <ul style="list-style-type: none"> - # of participants - institution of participants (MSIs) - # of K-16 syllabi (re)designed - # of online professional development modules with African content - % participants from underrepresented groups <p><u>Summative Indicators (collect annually & at end of grant cycle)</u></p> <ul style="list-style-type: none"> - # of K-16 students reached - # of transfer students matriculated - # of transfer students graduating with African Studies degree - job placements (survey) - # of resources, podcasts, blogs, and webinars accessed from website
<p>FLAS Mission Statement: Improve cadre of advanced level speakers in LCTLs and experts in African Studies</p>	
<p>Goals: Increase the number of advanced speakers in critical LCTLs</p>	
<p>Significant Activities</p>	<p>Measurable Indicators</p>
<ul style="list-style-type: none"> - assess selection procedure that includes need-based criteria alongside academic excellence - increase graduate and undergraduate graduation with critical LCTLs 	<p><u>Formative Indicators (to be tracked over time):</u></p> <ul style="list-style-type: none"> - % of applicants with financial need - % of applicants for critical LCTLs - % of applicants for advanced level - % of FLAS awarded in critical LCTLs - % of awards in advanced levels - % of awards to students with financial need - LCTL enrollments <p><u>Summative Indicators (collect annually & at end of grant cycle)</u></p> <ul style="list-style-type: none"> - graduation records - job placements (survey)

Use of Recent Evaluations: ASC consistently uses internal and external evaluation processes to assess programs and to determine adjustments. The University collects data through student course evaluations, student exit surveys, and assessment of student learning outcomes (SLOs). Colleges and departments review and use these data continually during unit strategic planning and budgeting. Six years ago, an evaluation of resources indicated the need for the creation of the African Studies Initiative as a mechanism for fostering collaboration over a wide range of faculty and programs. Two years ago, ASI participated in a larger Ripple Effect Mapping evaluation for IGS that reviewed its educational, research, and outreach programs. The evaluation was conducted by MESI and produced data that informed and guided the formulation of a new plan for growth. The plan emphasizes career readiness initiatives, such as community-based practica

and internships, as part of the language and non-language curriculum; the expansion and enhancement of the African Studies curriculum along the thematic tracks identified in Chapter A; and the decision to move African Studies from an “initiative” to a “center.”

C.5 Student Placement: As Chapter H shows, UMN is the home of a range of majors, tracks, and concentrations in African studies. Through these programs, the University graduates students with expertise in African languages and area studies. In spring 2017, 462 students who majored in the programs described in Chapter H graduated with a bachelor’s degree, 54 with a master’s and 5 with a doctorate. Table C.5 demonstrates ASC’s success in the preparation and placement

Table C.5: Post Graduation Placement			
Sector	Bachelors	Masters	Doctorates
Education (incl. academia)	15%	18%	60%
Government & Military	5%	6%	
Private (For profit)	66%	10%	
Private (Non-Profit)	6%	6%	
Grad School	3%	52%	
Unknown	5%	8%	20%

of graduates in professions of national service, as roughly 92% of our bachelor’s degree graduates began careers in education, government (including military service), or the

private sectors. In the same year, 3% of graduates continued into post-baccalaureate degree programs. As part of its focus on readiness, CLA is enhancing career counseling for students, and these new resources will improve our ability to increase the number of students placed in areas of national need. Each department is assigned a career advisor with expertise in the field, and career advisors consult regularly with departmental and center staff. Weekly newsletters describe on-campus recruiting events and other opportunities to further career readiness. African studies students benefit from recruiting sessions with government agencies such as the US Peace Corps, AmeriCorps, the Department of State, and the CIA. ASC works with CLA Career Services and Alumni Relations to track graduates. Graduating students complete an exit survey and are invited to join social media sites and alumni groups that track their career paths.

C.6. Improves Supply of Specialists through FLAS Fellowships: Through the Ripple Effect evaluation conducted by IGS two years ago, which included a survey of past FLAS recipients, we know that 77% worked in a first job that was closely related to their African Studies degree, and 59% reported that knowledge of the language was requisite for their position. This percentage increased for master and doctoral degree students. FLAS fellows also reported higher percentages of placement in employment areas of national need than is evident in the numbers discussed in section C.5. They reported working in higher numbers in government (local, state, federal, including the military, 14%), and in public education (secondary and tertiary, 17%).

C.7. FLAS Fellowships Address National Need: An analysis of the 44 FLAS fellowships awarded by ASC in the last four years shows that 100% of all recipients studied an African language classified as critical by the federal government and that 39% attained an advanced proficiency in those languages. Summer FLAS recipients achieved even better proficiency levels through enrollment in immersion programs abroad.

Chapter D: Commitment to Subject Area

D.1. Financial and Other Support: In an era of declining support for international activities at many institutions, UMN has renewed its commitment to the field. Thus, UMN and ASC are well resourced in African Studies and have sufficient capacity to implement the proposed projects. As Table D.1 indicates, there is strong financial support for ASC, teaching capacity (in both language and non-language programs), library, linkages with institutions abroad, outreach, and students. In addition, if funded as an NRC, the University will provide a further \$145,000 per year. 213 faculty members in 46 disciplines across 8 colleges conduct a majority of their teaching and research in African studies (see appendix I).

Table D.1: Estimated Current University Financial Commitment to African Studies				
Area of Investment	Salaries & Fringe	Student Support	Faculty Initiatives	Other
ASC Direct Funding (excl external funding)	\$873,573	\$84,845	\$81,840	\$37,920
UMN Teaching Staff Non-Language Language	\$15,973,656 \$3,357,127			
Library Resources	\$178,182			\$351,250
International Linkages			\$150,000	
Language Center	\$903,234			\$52,051
Outreach	\$266,358			\$165,000
GPS Alliance	\$10,570,071	\$602,922	\$511,131	
Total (minus ASC direct Funding)	\$31,248,628	\$602,922	\$661,000	\$568,301

While table D.1 and appendix I capture the current level of commitment, they do not capture the dynamic development of institutional support for African studies. Over just the last four years, UMN has hired 19 new tenure stream faculty in African studies in 9 different colleges. New graduate programs with significant African Studies content have been introduced in Development Practice (MDP), Human Rights (MHR), and a new graduate minor in Race, Indigeneity, Gender & Sexuality. We currently maintain 26 partnerships for faculty exchange and research collaborations with institutions in Africa. These partnerships promote deep linkages. For example, our partnership with the University of the Western Cape, in South Africa, has resulted in a sustained exchange of faculty and graduate students promoting collaborative research. In addition, UMN offers 16 distinct opportunities for undergraduates to study in Africa. These opportunities promote internationalization of the faculty and readiness for our students. As a land grant university, UMN takes research on issues of global significance and outreach seriously. In 2016, the new Grand Challenges research and curricular initiatives provided \$1.8 million in UMN resources to support international research that included an African component. The Office of Public Engagement revised its action plan for outreach in 2016 linking Grand

Challenges work to engagement and highlighting the importance of international work in public engagement; African Studies has been a key component of this initiative.

Financial Support to Students. UMN provides substantial financial support to students, ensuring access to resources in African studies. African Studies students benefit from the general aid pool, based on both need and merit. Overall, an estimated \$307 million is distributed annually. They also benefit from specialized scholarships for African Studies. \$1.9 million in scholarships support undergraduate learning abroad opportunities, including research and internships, with approximately \$600,000 supporting students in programs in Africa. An additional \$750,000 is available to students in world languages. Table D.2 provides examples of undergraduate scholarships geared toward African studies.

Table D.2: Sample of Scholarships Available for African Studies	
1 st Generation Student Scholarship for Study Abroad	Joyce Eckman Davis Language Scholarship
Billman Family International Scholarship Fund	Kathryn E. Sullivan Scholarships for Study Abroad
CLA Study Abroad Scholarship	Selmer Birkelo Scholarship
Diversity Scholarship for Study Abroad	Study Abroad Scholarship
Dunn Peace Research Fellowships	Talle Family Scholarship
Glen L. Hendricks International Study Fund	UMN Diversity Scholarship
Global Spotlight Scholarship	Undergraduate Research Opportunity Program
International UROP	Upper Midwest Human Rights Fellowship Program
Joshua Haglund Memorial Peace Scholarship	

Support for graduate students is equally strong. Approximately 73% of graduate students receive support in the form of teaching or research assistantships, coupling financial support with important training opportunities, while 17% receive fellowships. For graduate students in African studies (see ch. H, p. 41), this amounts to \$2.2 million in assistantships and \$.5 million in fellowships. This figure includes dedicated fellowships that support graduate students in their dissertation writing, provide opportunities for research travel, and develop interdisciplinary and international graduate student collaborations. For example, ICGC has been a particularly strong source of support for graduate students pursuing African Studies, awarding approximately \$200,000 in graduate student support each year. The AHC and CFANS provide robust support

for graduate/professional student work in Africa. In addition to national fellowships such as Fulbright, graduate students have access to institutional fellowships (see table D.3).

Table D.3: UMN Graduate Student Fellowships Used for African Studies		
Departmental Endowed Fellowships	Graduate Humanities Fellowships	MacArthur Fellowships
	ICGC Fellowships	Mark and Judy Yudof Fellowships
Doctoral Dissertation Fellowships	Interdisciplinary Doctoral Fellowships	Smith International Graduate Fellowships
Dunn Peace Research Fellowships	Judd International Fellowships	Stanwood Johnson Fellowships
Education Opportunity Fellows	Leonard Memorial Fellowships	Thomas F. Wallace Fellowships
Global Spotlight Grant	Louis T. Dossdall Fellowships	
Graduate School Fellowships		

Student financial support is routinely used to enhance FLAS fellowships. For example, ASC provides travel awards for undergraduates using FLAS fellowships abroad during summer, and, in most instances, for graduate students the home department covers the difference between graduate tuition and tuition covered by FLAS.

Chapter E: Strength of the Library

E.1.a. Strength of Library Holdings: The UMN Library system (Libraries) is one of the University's and the state's greatest intellectual and capital assets and provides critical support for African Studies. Housed in 12 locations, the Libraries' collections contain more than 7.5 million print volumes, more than 1.2 million electronic books, and more than 114,000 serials subscriptions, most of which are electronic. In addition the Libraries license more than 2,000 digital databases and collections, making available an unprecedented breadth and depth of datasets, primary sources, sound, images and multimedia, rare books, maps, and government documents. The Libraries' website receives over 2.6 million visits a year and answers nearly 30,000 reference questions. The Libraries rank first in the nation in interlibrary lending of materials, and the ARL's most recent Library Investment Index, the leading comparative measure for library strength, ranks the UMN Libraries 21st out of 125 ARL members in 2015-16. In July 2017, the Libraries were awarded the National Medal for Museum and Library

Service, the nation’s highest honor given to museums and libraries for service to the community. The University library system was only the third academic library to win the award in 23 years.

Table E.1 Overview of the University of Minnesota Library System and Holdings	
Wilson Library	Humanities, Social Sciences, and Area-Studies collections, International Business Reference Library, Ames Library of South Asia, East Asian Library, Government Publications Library (and a depository for EU documents); Borchert Map Collection; James Ford Bell Collection on the Expansion of Europe, 1400-1800; World Wars I & II Poster Collection
Walter Library	Science and engineering, Library Media services (educational technology, audio-visual research and instructional materials, including foreign films and documentaries, dramas, readings of major works, and language study)
Bio-Medical Library	Biomedical Sciences and Veterinary Medicine
Law Library	Law materials with particularly strong collection in foreign jurisdictions, such as materials pertaining to China, the Middle East, and Scandinavia. Largest collection of core human rights documents in the United States and on the world wide web.
St Paul Campus Libraries	Food and Agriculture, Agricultural Economics, Forestry, Wildlife, Fisheries, Rural Sociology
Andersen Library	Archives & Special Collections, MINITEX, Immigration History Research Center, The Tell G. Dahllöf Collection of Swedish Americana, The Robert A. Kann Collection of Austrian History and Culture, The Basil Laourdas Modern Greek Collection, World War I pamphlet collection

Strengths of African Studies Collection: The University of Minnesota Libraries’ African studies collection supports the study of Africa at the undergraduate, graduate and professional levels, with particular strengths in the areas of oral history and tradition, history, literature and literary criticism, anthropology, and migration studies. While all geographic areas of Africa are included, historically there has been an emphasis on Southern Africa. More recently, there has been increasing attention to resources supporting the study of Eastern Africa. Materials are primarily collected in English, but the Libraries also actively collect monographs in French, Portuguese, Arabic, Swahili and Somali. UMN collects monographs, periodicals, reference tools, and scholarly series extensively. The University of Minnesota Libraries subscribe to more than 75 African Studies journals, a majority of which are accessible online. Annuals, audio/visual materials, dissertations, maps, and newspapers are collected selectively. A growing strength of the collection lies in films from sub-Saharan Africa and the diaspora. We have access to a

number of large newspaper databases covering current and historical African news sources. Historic African newspapers are available through *African Newspapers* and *World Newspaper Archive*. The UMN Libraries are also a member of the Center for Research Libraries (CRL)'s Cooperative Africana Materials Project (CAMP), a joint effort by CRL and research libraries throughout the world to promote the preservation of African publications and archives and to make these materials available to researchers.

Special Collections: The James Ford Bell Library, a collection of rare books, maps and manuscripts that focus on trade and cross-cultural interaction before 1800, includes rare travel narratives and maps of Africa. The Immigration History Research Center and Archives includes special collections on immigration, including an archive of Somali immigrant and refugee experiences. The Government Publications Library includes documents from important international organizations, including United Nations documents.

Online Databases: The Libraries provide a broad and deep range of online databases that include substantial African content. These digital resources cover the arts, humanities and social sciences, and include historical publications, news, music, literature, current scholarly books and journals, and abstracts and indexes. The Libraries also offer access to a range of more specialized African studies databases online, including: *The International Index of Black Periodicals*, which offers access to online full text of core Black studies periodicals; *Aluka*, an online digital library of scholarly resources from and about Africa; and *Africa-Wide Information*, a compilation of databases covering African studies, including the *South African National Bibliography*.

Financial support: Materials budgets have been stable, with small annual increases. The Libraries currently spend nearly \$5 million annually on print and electronic publications and on online databases for the arts, humanities, social sciences, and professional programs. Over a quarter of

this amount supports international and area studies. While the bulk of Libraries spending for African studies materials flows through many different disciplinary and interdisciplinary budgets, the Libraries has a dedicated African studies budget; for the current fiscal year, that budget totals more than \$37,000.

E.1.b. Availability to Students of Research Materials at Other Institutions: A top priority of the Libraries is to make materials, whether locally owned or not, accessible quickly and efficiently to our users. UMN Libraries rank 21 out of 125 ARL libraries in incoming interlibrary loans. In addition to all ordinary interlibrary loan networks, the Libraries are a member of the Big Ten Academic Alliance UBorrow program, which enables current students, faculty and staff to search for and request books directly from 15 research universities. UMN is a member of the Center for Research Libraries (CRL) and participates in its Global Resources Network consortium of regional-studies projects and Area Materials Projects (AMPs), which provide access to specialized primary source materials.

Teachers, Students and Faculty from Other Institutions – Access to Library Holdings: The Libraries, as part of a public land-grant research university, maintain a deep and enthusiastic commitment to access, outreach and service to both the academic community and the general public. The Libraries have an open-door policy, and anyone who enters one of our facilities is able to access virtually all of our print and online resources and services. We welcome school groups of 6th-12th grade students for research visits during most of the academic year, and we are a resource for students and faculty of post-secondary institutions in the region. Long the country's most active interlibrary lender, the Libraries are also the leading member of Minitex, a network of academic, public, state government, and special libraries working cooperatively to improve library service for their users in Minnesota, North Dakota and South Dakota, and

reciprocity with Wisconsin libraries. It is funded with a standing annual \$5.9 million appropriation from the Minnesota Legislature. Most of our print collections and many services are available to any patron in participating institutions. Alumni and friends have borrowing and significant remote-access privileges.

Chapter F: Quality of the Non-Language Instructional Program

F.1. Quality and Extent of Non-Language Courses: Given that UMN is a comprehensive land grant university, the scope and breadth of courses in African studies are difficult to rival.

Appendix II illustrates that courses with African content are broadly distributed across degree offerings at UMN. Students have access to a total of 859 non-language courses exceeding 25% African content. 503 of those are in 24 academic disciplines in the College of Liberal Arts and 356 in 8 professional schools and colleges. table F.1 gives an overview of the breadth of departments in which African courses are available for all UMN students through CLA.

Table F.1: Scope of African Studies Courses in the College of Liberal Arts (CLA)							
	Total	UG	Grad		Total	UG	Grad
African & AfroAm Studies	39	26	13	Global Studies	36	31	5
American Studies	5	4	1	History	51	35	16
Anthropology	38	23	15	Jewish Studies	5	5	
Art/Art History	13	9	4	Journalism	7	4	3
Communication Studies	8	5	3	Linguistics	13	7	6
Comparative Literature	17	14	3	Lusaphone	10	5	5
Develop. St. & Social Change	4		4	Music	13	5	8
Economics	36	14	22	Philosophy	16	9	7
English Studies	5	4	1	Political Science	49	23	26
French Studies	19	15	4	Religious Studies	17	14	3
Gender & Sexuality Studies	17	13	4	Sociology	42	29	13
Geography	24	13	11	Theatre Arts & Dance	19	14	5
				Total CLA Courses:	503	321	182

Table F.2 below illustrates the breadth of African studies available in professional fields across colleges. Of the classes included, 149 contain more than 75% African content. As indicated in both tables, there are extensive offerings with significant African content across undergraduate, graduate, and professional curricula. In CLA, the depth of undergraduate and graduate courses

Table F.2: Africa Course Offerings in Professional Schools							
	Total	UG	Grad		Total	UG	Grad
Academic Health Center				College of Food, Ag. & Natural Res. Sciences	37	23	14
Dept of Medicine	18	6	12				
School of Nursing	3	1	2	College of Science & Engineering	20	12	8
School of Public Health	37	5	32				
Carlson School of Management	61	32	29	Humphrey School of Public Affairs	57		57
College of Design	34	18	16	Law	40		40
College of Education & Human Development	49	14	35	Total Professional Schools	356	111	245

is particularly pronounced in African and African-American Studies and the social sciences (Anthropology, Geography, Global Studies, History, and Political Science). In the humanities Comparative Literature, French Studies, and Lusophone Studies form the core curriculum. That core will grow even stronger in fall 2018 when West African literary scholar Dr. Christian Uwe joins the Comparative Literature faculty. In the professional schools, African Studies courses are concentrated in Public Health, CEHD (particularly in Comparative International Development Education), Agriculture, and the Humphrey School of Public Affairs (specifically its Master in Development Practice).

F.2 Interdisciplinary Courses across Undergraduate and Graduate Programs. UMN fosters interdisciplinary instruction by providing mechanisms to facilitate cross-listing of courses, opportunities for team teaching, and linked courses. Faculty regularly incorporate other disciplines into their research and course offerings, and this is especially true in African Studies. 238 non-language African studies courses at the University are designed to be interdisciplinary. (See Appendix II for specific course offerings.) Interdisciplinary courses are offered at both the graduate (89 courses) and undergraduate levels (149). Interdisciplinarity is also promoted through innovative team-taught, linked experiential courses. These courses are offered in multiple departments, meet independently with distinct assignments each week, and then come together on a regular basis to develop projects in common incorporating a variety of disciplinary

perspectives. For example, CFANS 3480: *Sustainable Development in Africa* is taught by faculty from three disciplines – agriculture, nursing, and environmental studies – offering diverse perspectives to students in the course. And with the Grand Challenge Research Initiative, the Provost has signaled her commitment to interdisciplinary innovation in teaching and research (see above p. 12). For the initiative, she has made resources available for faculty from a variety of disciplines to develop interdisciplinary courses that engage students in real-world problem solving around today’s most pressing issues. In 2016-17, the first year of the initiative, five Grand Challenge courses were taught with an enrollment of 191. (See Appendix II, page 17.)

F.3. Non-Language African Studies Faculty: UMN has a strong non-language African studies faculty, currently at 260, with the breadth of disciplinary specialization necessary to support the range of programs with African studies content. In CLA, 144 non-language faculty teach African Studies courses, with 103 faculty members in the social sciences and 41 in the arts and humanities. Outside of CLA, 116 faculty teach in the professional schools, with the largest concentrations in CFANS (23), CEHD (11), and the health sciences (20).

Pedagogical Training for Instructional Assistants: The Center for Educational Innovation (CEI) is a university-wide center that promotes effective teaching and learning by supporting graduate students, instructional staff, and faculty throughout their teaching careers. CEI runs professional development workshops where instructors learn pedagogical strategies to make their teaching more effective, to comply with the University’s policy on accommodation for students with disabilities, and to incorporate African studies content into their teaching. See table F.3 for a selection of the most recent pedagogy workshops:

Table F.3: Pedagogical Training Workshops Offered	
Teaching First-Year Students	Engaging Students in Large Classes
New Teaching Assistant Orientation	Working with “Under-Prepared” Students
Presenting Content: Lively & Practical Approaches	Leading Discussion Sections
Dealing with Difficult Classroom Situations	Teaching Your First Day of Class

Collaborative Online International Learning Program	Leading Recitation Sections in Science & Technology,
Strategies for Work with Non-Native English Speakers	Online and Other Resources for Preventing Plagiarism
Teaching in an Active Learning Classroom Program	Bringing International Perspectives to Your Teaching
Fostering Critical Thinking	Fostering Dialog Using Online Discussions

In addition to these orientation programs, teaching assistants receive continual oversight through weekly meetings and 2 classroom visits per semester by the supervising professor. The CEI also runs a “Preparing Future Faculty” program, which provides a year-long teaching and learning forum for graduate students. Participants explore learning theory and strategies, develop teaching skills, create classroom materials, and work with faculty from a range of institutions.

Table F.4: Professional Development Opportunities in Preparing Future Faculty	
Course work: learning theory and strategies, developing teaching and assessment skills, creating classroom materials, and work with faculty mentors	Web-based Resources: Designing Smart Lectures, Active Learning with PowerPoint, customized teaching workshops, TA Handbook, Syllabus Tutorial, Teaching Guides, ability to schedule teaching consultations and to "Ask a Quick Teaching Question"
Graduate Level courses: Teaching in Higher Education, Practicum for Instructors in Higher Education, and Teaching and Learning Topics in Higher Education	

F.4. Depth of Specialized Courses: The advanced level course offerings, where specialized content is most often present, offer a useful indicator of the extent to which colleges, departments, and programs at the University have invested in specialized offerings relating to the non-language African studies curriculum. Higher level courses are also often directly tied to the current faculty research. At the advanced level, UMN offers 192 courses with African content at the 5000 level (open to both advanced undergraduates and graduate students), and 138 at the 8000 level, the latter open only to advanced graduate students. These courses are distributed across all disciplines. There are 49 6000- and 12 7000-level specialized professional courses. See, for example, Interdisciplinary Medicine INMD 7301-2 and INMD 7565 (Appendix II, p. 20), with such offerings as *Global Health Abroad* and *International Health: Colonialism and Emerging Diseases*. For undergraduates, gateway courses and freshman seminars offer

specialized options that create a pipeline of students entering African studies (e.g. AFRO 1023W: *Introduction to African World Literatures*, Appendix II, p. 1).

Chapter G: Quality of Language Instructional Program

G.1. Extent of Language Instruction: Of the 19 less-commonly-taught languages offered at the University of Minnesota, 4 are widely spoken in Africa: Arabic, Somali, Swahili and Portuguese. All are offered at 3 levels of instruction (1st year: beginning; 2nd year: intermediate, and 3rd year: advanced) and all are designated as priority languages. In addition to languages offered on

Table G.1: 2016-2017 Enrollments and Scope of African Language Instruction						
Language	Enrollment	Scope: Year 1	Year 2	Year 3	Summer/Intensive	Special Offering
Arabic	334	✓	✓	✓	✓	✓
Portuguese	161	✓	✓	✓	✓	✓
Somali	74	✓	✓	✓		✓
Swahili	55	✓	✓	✓		
TOTALS	624					

campus, UMN students also have access to 9 African languages through the

BTAA CourseShare program. The African languages open to UMN in 2016-17 through CourseShare were: Afrikaans, Bambara, Bassa, Hausa, Igbo, Twi, Wolof, Yoruba, and Zulu. UMN students enrolled in 3 of those African language offerings through the BTAA (Bassa, Wolof, and Zulu). Intensive summer programs – at home and abroad – are also important avenues for language learning, and UMN partners with sister African Studies centers nationwide in maintaining an active database of such opportunities. Over the last 4 years, through its FLAS fellowship programs, UMN awarded 20 fellowships to students to study the following LCTLs at African institutions: Afrikaans, Amharic, Moroccan Arabic, Portuguese, Swahili, Swati, and Zulu. Other summer opportunities are the result of a direct UMN partnership with the Arabic language school in Fez, Morocco, and other UMN sponsored and managed language programs in Tanzania (Wolof) and Kenya (Swahili). The UMN Arabic and Swahili language programs have formulated bi-lateral articulation agreements with the Fez Language School and with the

Minnesota Studies in International Development (MSID) intensive Swahili program in Nairobi, Kenya, easing the transition for students from UMN courses into and back from Arabic and Swahili courses in Fez and Nairobi. A similar special agreement is in effect with MSID Senegal, allowing UMN students to use its Wolof courses towards the UMN language requirement.

G.2. Levels of Language Instruction and Specialized Language Offerings: As indicated in table G.1, UMN's African languages are offered at the beginning, intermediate, and advanced levels. Students of Somali heritage may enroll in accelerated classes that quickly bring them up to speed in the modalities they have not learned at home, typically reading and writing, and in semantic registers not acquired by daily living. The Portuguese program offers an accelerated course for students who are Spanish speakers as well as Portuguese for business purposes. As described in Chapter H below, students in majors linked to African studies are required to complete capstone projects with a relevant area studies focus. In crafting these projects, they receive extra credit for the use of non-English language sources. They are supported in this effort by the relevant reference librarians (see ch. E). In addition, Domain Tutorials and the Tandem Plus program in the Language Center offer students an opportunity to team with native or near-native speakers to support their work and to help access materials in the target language. Finally, the Program in Translation and Interpreting offers specialized modules and training in Somali for medical and legal purposes to address the needs of the large immigrant population in MN.

G.3. Language Faculty, Pedagogy Training: In addition to area studies faculty, the UMN employs 26 full-time teaching professionals (professors and lecturers) who offer 54 designated language courses in the above languages. (See Appendix I: Language Faculty for their relevant credentials and expertise.) Given that all language classes are taught with a communicative and proficiency-oriented approach, language instruction professionals are required to provide evidence of

extensive and relevant pedagogy training when hired. Graduate teaching assistants are also required to take intensive seminars before fall semester that focus on proficiency-oriented instruction and assessment, as well as communicative language teaching skills and technologies. These workshops are also offered during the academic year for instructors who may be teaching during summer term. All language instructors are trained in proficiency testing in accordance with the ACTFL proficiency guidelines. During the summer, language teachers may enroll, free of charge, in language pedagogy workshops on a variety of topics offered by the Center for Advanced Research on Language Acquisition (CARLA), a LRC. Active participation in such professional development workshops are an important criterion when merit pay increases are determined during annual performance reviews.

G.4. Performance-Based Instruction, Adequacy of Resources, Language Requirements:

Language instruction at Minnesota is guided by a communicative approach and course outcomes are measured against ACTFL Proficiency Guidelines. The Language Center is engaged in a major research project, funded by the federal Flagship program, entitled PACE (Proficiency Assessment for Curricular Enhancement). The Arabic and Portuguese programs have participated in the project. Based on hundreds of proficiency assessments, the project aims to identify factors that affect proficiency development and to formulate and implement activities and pedagogical interventions for upper-division culture courses that allow students to keep pushing proficiency levels beyond Intermediate High. The first courses redesigned with the PACE recommendations are slated for AY18-19. In coming years, the processes and outcomes of the PACE project will extend to include the other African languages. A second instrument developed by the Language Center is the BOSSA (Basic Outcomes Student Self-Assessment) tool, an online assessment of one's language ability that then advises how one can reach one's

language proficiency goals. These programs are managed by the Language Center (LC) in CLA, a state of the art resource center with a staff of 15 language professionals who serve the language programs with technology, instructional support, and professional development seminars.

Table G.2: Language Center Resources
<ul style="list-style-type: none"> - Three computer classrooms with 24 stations each, with MacDiLL digital audio lab software, data projector and an instructor's desk with computer and A-V sources. -One multi-purpose media classroom containing a portable laptop lab with 25 computers, videotaping and video-conferencing equipment along with a data projector and an instructor's desk with computer and A-V sources. -Four small rooms fully equipped for individual or group use, as well as two small study rooms. - International satellite TV access in all classrooms, the Multi-Media Lab, small rooms and student study rooms. - A Development Studio which assists faculty and instructors in creating instructional materials and also supports the continued development of the Language Proficiency Exams administered by the Language Testing Program. - A sound studio - A Multi-Media lab for individual student use with 31 computer work stations and 4 stations for viewing video resources. - Audio/Visual Library with almost 3,000 DVDs and other formats in over 30 languages, and a variety of digital AV and computer equipment for check out. - Staff of 15 (not including student staff), annual operating budget of \$955,000.

Language Proficiency Requirements: The College of Liberal Arts requires two years of language instruction, and most language programs aim for a proficiency level of Intermediate High at the end of second year. The LC’s Testing Program has developed and administers Language Proficiency Exams (LPEs) for all UMN languages to be taken at the end of second year to determine whether students have attained that level. UMN has developed a full battery of LPEs for its African languages, including Somali, the first such ones in the nation.

Chapter H: Quality of Curriculum Design

H.1. Undergraduate Majors, Minors, and Concentrations in African Studies: Undergraduate degree programs with significant African Studies concentrations and subplans are offered across majors and minors in CLA and CFANS. See table H.1 for a summarized overview of the most important majors and minors, the credit load, and the general and language requirements.

Table H.1 Undergraduate Degree Programs with Core African Studies Concentrations			
Program	Credits	Requirements	Language Proficiency
College of Liberal Arts: Social Sciences			
African American & African Studies BA	Major: 30 Minor: 18-20	<ul style="list-style-type: none"> 3 core courses: AFRO 1021 Intro to Africa; AFRO 1023W Intro African World Literatures; AFRO 4105 Ways of Knowing in Africa 7 upper-division (3xxx-5xxx) electives, e.g. AFRO 3654 African Cinema or AFRO 3135 Political Dynamics of the Horn of Africa Sr. Capstone Course (sr. paper) 	4-semesters of an African language or successful LPE in another African language
Global Studies BA – Africa Concentration	Major: 38 Minor: 17	<ul style="list-style-type: none"> 2 core courses (GLOS 3144 and 3145) 3 cr. Thematic Ways of Knowing core course, e.g. GLOS 3105 + 12 cr. electives 12 cr., 4 courses (1 breadth, 3 elective) in concentration, e.g. HIST 3432 Modern Africa Study Abroad or Service learning semester Sr. Capstone Course (sr. paper) 	4-semesters of an African language or successful LPE in another African language
History BA – Africa concentration	Major: 34 Minor: 14	<ul style="list-style-type: none"> 1 method/skills course, HIST 3020 3 HIST courses any level 4 upper-div. courses in concentration, e.g. HIST 3455 West African History or HIST 3513 North Africa since 1500 Sr. Project: HIST 4101 	4-semesters of an African language or successful LPE in another African language
PoliSci BA – Global Politics or Intern. Relations	Major: 32 (24 upper-division) Minor: 16	<ul style="list-style-type: none"> Prep courses (no more than 8 cr.), e.g. POL 1025 Global Politics 1 course in 3 of 4 PoliSci subfields, e.g. POL 3475 Islamist Politics 4 or more courses in subplan, e.g. POL 3477 Political Economy of Development or POL 4478 Contemp. Politics Africa 	4-semesters of a relevant language or successful LPE in relevant language not taught at UMN
Geography BA – Globalization & Uneven Development concentration	Major: 32-39 Minor: 14	<ul style="list-style-type: none"> Breadth requirement: 4 upper-division courses in Human & Environment Geogr. & GIS Ways of Knowing: GEOG 4001 Modes of Geographic Inquiry 5 upper-div. courses in concentration, e.g. GEOG 3331 Geogr. of the World Economy or 3145 Islamic World Sr. Project: GEOG 3985W 	4-semesters of a relevant language or successful LPE in relevant language not taught at UMN
College of Liberal Arts: Foreign Languages & Literatures			
ALL BA – Arabic Studies Subplan	Major: 35 Minor: 16-30	<ul style="list-style-type: none"> 2 Advanced Arab Lang. (8 cr.): ARAB 5101 & 5102 7 upper-div. (19+ cr.), e.g. ALL 3832 Politics of Arab Poetry or ALL 3871 Optional: Egyptian Colloquial (6 cr.) ARAB 3811 & 3812 (no subst. for Advanced Arabic) Capstone: Major Project ALL 4900W (3 cr.) 	8 credits of advanced language courses beyond the first 4 semesters
French Studies BA – Francophone World	Major: 35-57 Minor: 12-28	<ul style="list-style-type: none"> Gateway to Francophone Studies FREN 1502 and FREN 3101 Methods in Francophone Studies (6 cr0) Advanced French FREN 3015 & 3016 (6 cr.) 7 upper-div. FREN courses (23 cr.), e.g. FREN 3451 North African Cinema or FREN 5470 Post/Colonial Francophone Lit. Sr. Project Course (sr. paper) 	8 credits of advanced language courses beyond the first 4 semesters

Portuguese Studies BA – Lusophone World	Major: 35-79 Minor: 16-40	<ul style="list-style-type: none"> • Critical analysis & cultural foundation – 4 courses (12 cr.) e.g. PORT 3501 Global Portuguese • 4 electives (12 cr.), e.g. PORT 3800 Film Studies in Portuguese or • Study Abroad or Service learning semester • Sr. Capstone Course (sr. paper) 	8 credits of advanced language courses beyond the first 4 semesters
College of Food, Agricultural and Natural Resource Sciences			
Applied Economics BS	Major: 53-56 Minor: 15	<ul style="list-style-type: none"> • Foundations Core: 3 upper-div. writing & communication courses + math (14 cr.) • Professional core (23 cr.): micro-macroeconomics, statistics, econometrics, etc. • Professional application (12+ cr.), e.g. APEC 3007 Policy, Trade & Development and APEC 5751 Global Trade. • Experiential (3 cr) and Interdisciplinary (3 cr) learning, e.g. GCC 3017 World Food Problems 	

CLA is UMN’s largest teaching college with a 2016-17 enrollment of 13,698 and 3,228 degrees earned. 8 CLA departments offer majors with significant African Studies concentrations, 5 in the social sciences (African American & African Studies, Global Studies, History, Political Science, and Geography) and 3 in the humanities (Asian Languages & Literatures, the departmental home of the Arabic Studies subplan; Francophone Studies; and Lusophone Studies). All have robust degree requirements based on the many African area studies courses offered at UMN. (See appendix II for a complete course listing.) Many of the programs combine a disciplinary core and area studies courses with pertinent study abroad opportunities and experiential learning requirements. 33% of all UMN graduates study abroad during their academic career. A noted development is the ways in which African Studies is reshaping traditional disciplines, as new faculty have been hired in departments like CSCL and Political Science. In the humanities, the Arabic Studies, Francophone Studies, and Lusophone Studies programs offer rich opportunities for students to major in African studies. The introduction of the Arabic subplan in 2016 added significant North African components, including colloquial Egyptian, and enhanced the major with courses from affiliated faculty with North African expertise, such as Hakim Abderrezak (French, App. I, p. 140), Shaden Tageldin (Comp. Lit., App. I, p. 7) and North African historians

(Patricia Lorcin, App. I, p. 85 and Daniel Schroeter, App. I, p. 116). Francophone Studies and Lusophone Studies emphasize the historical and cultural interconnectedness between African colonialism and the roots of modernity. **CFANS** too offers significant African studies opportunities. The Applied Economics major offers an **International Trade and Development** track that, with seven faculty members specializing in Africa-based research, foregrounds Africa as a regional concentration. In general, the CFANS curriculum approaches food, agricultural, and environmental systems as inherently international, and all CFANS students are strongly encouraged to incorporate an international experience during their academic degree program. A minor in International Agriculture combines explicitly international agriculture courses with courses in area studies and language, along with an international experience through study abroad. Minnesota Studies in International Development (MSID) programs in Kenya or Senegal provide particularly rich opportunities for these students. **The MAST Experience Abroad** (MEA) program is an international agricultural exchange program in CFANS that provides practical and academic training in international agricultural and horticultural production. In Africa, MEA students may take advantage of 50 years of linkages between CFANS and agricultural institutions in Morocco.

H.2 Academic and Career Advising: UMN uses an advising model that provides each **undergraduate student** comprehensive services throughout the academic career. All students are advised by college-specific advisers until they declare a major. Once declared, they meet with a major-specific adviser every semester, who helps them tailor course selections to the student's postgraduation goals, while fulfilling their degree requirements and planning for timely graduation. Online resources include a Schedule Builder and a Graduation Planner, which helps students determine a path to graduate in four years, and the Academic Progress Audit System

(APAS), which allows them to see what requirements remain to complete their degrees. Advising of **graduate students** relies on a mentorship program. Graduate students are advised within their departments by faculty whose expertise aligns with the student's career and academic goals. They are first advised by the departmental Director of Graduate Studies (DGS) until the student has determined his/her research focus – usually by the end of the first year – when the student is assigned a faculty advisor. The advisor works with the student to develop a committee that must include at least one member outside of the department. To ensure strong mentorships, the Graduate School offers workshops for faculty and their advisees on best practices and maintains a list of resources supporting effective graduate advising. The Office of Career Services provides comprehensive advising on major selection and the job application process as students prepare for the workforce. Each department is provided with a career adviser with expertise in the field. They provide resources including assistance with internship and service learning placement, allowing students to incorporate experiential learning and build resumes. In a similar vein, students are connected to mentors in professional fields related to their areas of interest. Career Services also supports students in resume writing, job search strategies, and interviewing. In addition to Career Services, major advisers provide career planning support, link current students to alumni networks, and work with Career Services to provide specialized workshops. Career Services and major advisers are particularly proactive in working with students to articulate the benefits of an area-focused program, making sure that language skills and experience abroad are well represented in the student's resume. (See information on placements, table C.5, p. 21.)

H.3. Curriculum Design and Graduate/Professional Training: Table H.2 gives an overview of graduate and professional degrees programs at UMN that offer a range of opportunities to develop expertise in African studies.

Table H.2 Overview African Studies Concentrations in Graduate and Professional Programs			
Program	Credits	Concentrations/requirements	Language Proficiency
College of Liberal Arts: Social Sciences			
Anthropology PhD	60	<ul style="list-style-type: none"> • Afric- based concentrations in Biological and in Sociocultural Anthropology • 9 cr. in the major core; 15 in Anthro electives and 12 cr. in related field 	Grad. School Certification of one foreign language related to field of research
Geography PhD	52	<ul style="list-style-type: none"> • Africa-based concentrations in Human Geography and Nature-Society Relationships • 16 cr. in the major core, 12 cr. in methods outside of field; 24 thesis cr. 	Grad. School Certification of one foreign language related to field of research
History PhD	56	<ul style="list-style-type: none"> • Concentrations in African history (North and Sub-Saharan) • 30 cr. in History of which 12 cr. in chosen comparative area; 12 cr. related field. 	Grad. School Certification of one foreign language related to field of research
Sociology PhD	62	<ul style="list-style-type: none"> • Africa-based concentrations in Global, Transnational & Comparative Sociology • 14 cr. in core, 12 in sociology, 3 adv. Qualitative; 12 in related field 	
College of Liberal Arts: Humanities			
Lusophone Literatures and Cultures PhD	78	<ul style="list-style-type: none"> • Prerequisite: Advanced Plus/Superior Proficiency in Portuguese • Africa based concentrations in Lusophony Africa and trans-Atlantic Lusophone cultures • 46 cr. in the major; 12 cr. in related field, such as African Studies; 24 thesis cr. 	Grad. School Certification of 2nd foreign language related to field of research
French PhD	82	<ul style="list-style-type: none"> • Prerequisite: Advanced Plus/Superior Proficiency in French • Africa-based concentrations in Francophone cultures, North African and Maghreb cultures • 46 cr. in the major, incl. PORT 5540 and PORT 5520; 12 cr. in related field, such as African Studies; 24 thesis cr. 	Grad. School Certification of 2nd foreign language related to field of research
Humphrey School of Public Affairs			
Master of Development Practice (MDP)	50	<ul style="list-style-type: none"> • Concentration on issues of poverty, social justice, and sustainable development in the Global South, incl. Africa • 11 core courses (methods, ways of knowing, area studies) including international field experience of 400 hrs. and skills course • Career related 3 cr. capstone workshop with client-based team project 	Grad. School Certification of 2nd foreign language related to field of research
College of Food, Agricultural & Natural Resource Sciences			
Applied Economy MS, PhD	MS-30 PhD-(30+) 24	<ul style="list-style-type: none"> • 14 or 32 cr. in core methods and applied econ. Courses • 8 cr. in concentration; development & trade economics 	
College of Education and Human Development			
Comparative International	MA-30 PhD-72	<ul style="list-style-type: none"> • Theory, ethnographical methods, intercultural communication in international education with focus on Global South, incl. Africa 	Grad. School Certification of 2nd foreign language

Development Ed (MA, PhD, D Ed)		<ul style="list-style-type: none"> • 18/60 cr. core departmental course and 12 in related field • International field experience 	related to field of research
Academic Health Center			
Medicine, MD Certificate in Global Medicine	26.5 – 60 CMEs	<ul style="list-style-type: none"> • Global Medicine Pathway for residents and fellows in internal medicine, pediatrics and dermatology • Online courses in Global Health, Humanitarian Simulation, Medical Interpreter Training • Medical residency rotations in Uganda 	
Public Health, MPH	36	<ul style="list-style-type: none"> • 15 cr. concentration on Global Public Health with specialization in Global South, incl. Africa • PubH 6108, 6131 & 6231 with related applied field experience 	

CLA and 5 professional schools offer graduate degrees with significant African Studies at UMN, 6 PhD programs in the social sciences and humanities, and 3 masters and 2 doctoral degrees in Public Affairs (Master in Development Practice), Applied Economy, Comparative International Development Education, and Public Health. All programs offer tracks or research concentrations that are supported by faculty with Africa-based research. Another significant pipeline for graduate students focusing on African Studies is the Interdisciplinary Center for the Study of Global Change (ICGC) Scholar Fellowship program, which offers fellowships to graduate students who focus on the Global South, including Africa. In addition to the Applied Economy graduate degrees, **CFANS** students pursuing degrees in Agronomy, Conservation Biology, and Natural Resource Science & Management often complete supporting program coursework in African studies before pursuing field work in locations including Morocco, Ghana, South Africa, Tanzania, and Uganda. **CFANS** also offers the Peace Corps Master’s International program, which allows students to link one year of course work to a subsequent two-year Peace Corps experience to earn an MA. Students complete academic work while engaged with the Peace Corps, ensuring that experiential learning is linked to rigorous curriculum. Finally, the **AHC** offers multiple opportunities for concentration on Africa. The International Medical Education and Research Program allows medical students to pursue a summer abroad between their first

and second years, including sites in Africa where medical school faculty conduct research.

Electives in subsequent years allow students to develop expertise in Global Health. Finally, three interdisciplinary graduate minors provide significant opportunities for students to specialize in African Studies (see table H.3).

Table H.3: Cross College Graduate Minor Programs (All Available at the MA and PhD Level)
<p>Studies in Africa & the African Diaspora (housed in AA&AS)</p> <ul style="list-style-type: none">-Focus: A structured graduate curriculum that offers a systematic understanding of the contemporary and historical experiences of peoples of Africa and of the African diaspora-Must complete requirements of degree program plus one core course (AFRO5101) and 2 (MA) or 4 (PhD) approved courses- Draws on courses from social sciences & humanities
<p>Development Studies/Social Change (housed in ICGC)</p> <ul style="list-style-type: none">-Focuses on the social basis of change in the developing world-Must complete requirements of degree program plus 3 designated graduate-level program courses-Draws on courses from social sciences, humanities, and biological sciences
<p>Human Rights (housed in IGS)</p> <ul style="list-style-type: none">- Interdisciplinary foundation in human rights studies and practical experience in human rights work- 2 common core courses, a relevant internship, and relevant graduate-level courses outside their major field from a designated course list

Graduate Language Requirement: CLA requires all graduate students to show proficiency in one foreign language either through a Foreign Language Certification or through a Certification of Foreign Language Proficiency by a UMN language department. The level of proficiency required is determined by the degree program, but is typically sufficiently high (Intermediate High or Advanced) to allow field work in the language. Some CLA graduate programs with African studies concentrations require proficiency in two languages (e.g., History, Lusophone Studies). Available languages and levels of instruction are presented in Chapter G, table G.1 (p. 33).

H.4. Research and Study Abroad: The Learning Abroad Center (LAC) is UMN's central office for study and research abroad. The LAC offers a full range of advising and support services to students, including program selection, academic planning, financial planning, registration, credit, cultural adjustment, travel planning, travel products, and reentry. A variety of program options—16 in African countries—have been developed to address the diverse needs of students. Programs vary in length, level, academic focus, teaching format, language requirements, cost, and degree

of independence demanded of the participant. The LAC pioneered **curriculum integration**, engaging faculty and student support staff from every UMN college to identify ways for all students, regardless of their major, to study abroad. These efforts result in a high degree of study abroad participation: 33% of all students study abroad during their degree program. LAC’s commitment to expanding access to study abroad is reflected in 2015 data reporting that 21% of the 2,705 studying abroad in 2016-2017 were Pell eligible and 24.5% were students of color. Another sign of the commitment to encourage study abroad is scholarship funding for study abroad: in 2016-17, \$1,494,975. In the annual *Open Doors* report on study abroad, UMN ranks 6th in institutions nation-wide in numbers of students studying abroad. Undergraduates are also encouraged to conduct research abroad at sites like MSID Kenya and Senegal or with funding like the International UROP. An integral part of LAC’s study abroad offerings are programs offered by other partnering institutions; for example, LAC works closely with Career Services on **career integration** to help students leverage their experiences abroad for post-graduate placements. Table H.4 highlights formal opportunities for study abroad at the graduate level, especially for professional school students. For Ph.D. candidates, funding for research abroad is included in their support packages. Additionally, competitive funding opportunities are provided through both institutional (see above, p. 24) and national programs (e.g., Fulbright).

Table H.4: Sample Opportunities for Graduate and Professional Student Study in Africa	
FLAS Language Fellowships CFANS Global Food Security ICGC exchange with University of the Western Cape MDP International Field Experience MPH International Field Experience	Minnesota Studies in International Development (MSID) programs in Kenya or Senegal Judd Fellowships for MA & professional student work in Africa

Access to Other Institutions: Students may earn credit through any of the 19 approved study abroad programs located in Africa. UMN runs several programs that offer opportunities for intensive language study and that are articulated with the language programs on the Twin Cities

campus. These include Fez, Morocco, for Arabic; Nairobi, Kenya, for Swahili; and Arusha, Tanzania, for Swahili. Of the 19 total approved programs in Africa, 12 are UMN sponsored programs; the remaining 7 are offered through other institutions. UMN students can choose from a wide variety of programs in Africa offered by CIEE. While the majority of these programs include significant language instruction, opportunities for intensive language instruction during summer in the US are also facilitated through a collaboration of African Studies NRCs that maintain an up-to-date list of intensive African summer language programs across the nation and on the African continent.

Chapter I: Outreach Activities

I.1.a. Elementary and Secondary School Outreach: ASC has become a national leader in educator outreach. In addition to frequent invitations to present at national conferences, ASC has led the African NRC collaboration at the NCSS (Jane CV, p. 11). ASC has accomplished this by building deep and reciprocal partnerships with regional and national stakeholders including the two largest Minnesota school districts (Anoka-Hennepin and Minneapolis), the National Education Association, and the National Service Learning Council. Through these partnerships, ASC has developed sequenced professional development programming for K-14 educators in African studies that is aligned with Minnesota State Standards, the national Common Core Standards, and US/ED Global Competencies. ASC hosts short workshops (e.g., *Colonialism and Healthcare in Africa*), national conference workshops (e.g., *Incorporating Global Literature into the Classroom*), and weeklong interdisciplinary institutes (e.g. *Teaching African Identities through Film*). To broaden its outreach, ASC also partners with CARLA (UMN's LRC) to enhance LCTL instruction in K-12 schools and collaborates with the Minnesota Writing Project on professional development of writing in the social sciences. The impact of these activities is

captured in table I.1. ASC also supports the development of materials for use in the classroom through innovative Curriculum Writing Teams that pair pre-service teachers with veteran educators and faculty from CEHD to produce modules that are available online without charge. Similarly, through its *ASC Online Educators Series*, we have developed innovative interactive apps for the classroom that enhance student engagement (e.g., *Feminism in the Arab Spring Revolutions* in Nearpod). ASC educator workshops are led by UMN faculty members from multiple disciplines, including curriculum experts from CEHD. For example, CEHD Prof. Martha Bigelow led the pilot program *Understanding African Global Migration Experiences through a Historical Lens*, a collaborative curriculum development project for K-12 schools identified as serving underrepresented high poverty students, including many from Minnesota’s large East African community. Between 2014 and 2017, 42 UMN faculty presented at educator workshops.

I.1.b. Postsecondary

Outreach: ASC engages educators from post-secondary institutions by inviting them to attend

Table I.1: Impact of K-16 Outreach (2014-17)				
Type	Number	Attendees	Curricular modules produced	Students reached
Summer Institutes	7	152	30	15,200
Semester Professional Development	3	84	7	3,500
Extended Curriculum Development	6	35	30	
½ or full day Workshops	25	582		58,200
Workshops at National Conferences	7	277		27,700
NRC Workshop Collaborations	9	300		3,000

workshops and institutes (2016-17 attendance: 144) and to work with ASC on customized programs. For example, from 2015 through 2017, 11 faculty from Normandale Community College participated in a workshop entitled *Infusing African Experience into the Curriculum*. The workshop produced new course content, developed media resource guides, integrated Senegalese poetry into Intermediate French, and created short films for use in the curriculum. A prime example of reciprocal engagement with MSIs is ASC’s work with Leech Lake Tribal

College to develop a speaker series entitled *Narratives of Identity*. UMN faculty were intensely involved in these projects, leading the educator workshops (see above). Moreover, as the state's only R1 university, UMN is also able to draw faculty from local community colleges (CCs), 4-year liberal arts colleges, and MNSCU (Minnesota State College and University) institutions into collaborative work. For example, ASC has offered *Educator Dialogues*, an innovative program that encourages CC faculty to present at ASC symposia. Through its partnership with CARLA, ASC provides opportunities for post-secondary African LCTL instructors to attend language CARLA's summer professional development and language pedagogy workshops. The impact is significant. Prior to the collaboration, no instructors of sub-Saharan languages participated, while in 2017, 5 attended with ASC support.

I.1.c Business, Media and the General Public Outreach: To engage the business community, ASC partners with the Carlson Global Institute in the *Global Matters Speaker Series*, featuring individuals at the forefront of international business, including experts on emerging issues in African business. In 2016-17, 457 members of the business community attended these events (e.g., How the Best Brands find Success Globally, an event with Doreen Wang, Global Head of BrandZ for Kantar Millward Brown, Spring 2017). ASC also reaches a broad audience through both online and print media. In 2016-2017, ASC faculty provided expertise on issues of current significance through interviews and articles in local, national, and international media sources (e.g. aljazeera.com, CNN.com, *Minn Post*, MPRnews.org, NewYorker.com, *New York Times*, NPR, PBS, *StarTribune*, *Wall Street Journal*). Finally, ASC hosts events that are open to the general public (lectures, workshops, conferences, symposia). In 2016-17 alone, ASC sponsored 21 such events, with a total attendance of an estimated 600 individuals. These events cover a

broad range of African Studies topics, from disparities in public health to representation and redress of mass violence to food security, the green revolution, and agricultural futures in Africa.

Chapter J: FLAS Awardee Selection Procedures

J.1.i. Advertising, Selection Process and Priorities: The FLAS competition is open to all UMN undergraduate and graduate students and is organized by the FLAS coordinator. The competition is advertised widely on ASC and UMN scholarship web sites (e.g., the Scholarship & Financial Resources web site of the Office of Undergraduate Education and the Fellowship web page of the Graduate School), listservs, in pertinent electronic newsletters, and on social media platforms for undergraduate and graduate students. The FLAS coordinator contacts Directors of Graduate and Undergraduate Studies and visits language classes to encourage applications. The competition timeline is presented in table J.1. Throughout the process, the FLAS coordinator holds information sessions, answers questions, and supports students as they compile their applications. The FLAS coordinator attends the selection meeting to explain requirements and provide guidance. After selection, the coordinator works with recipients to ensure adherence to FLAS rules and reporting requirements.

Table J.1: FLAS Timeline	
Calendar	Action
September	Notification of selection criteria, competition priorities, deadlines, application process instructions. FLAS Competition announced on ASC and UMN scholarship websites and through print materials. Coordinator contacts Directors of Graduate Studies, Directors of Undergraduate Studies, LCTL instructors, Collegiate and Departmental Advisors
Fall Semester	Information sessions for graduate, undergraduate students and for departmental administrative and advising staff
Early February	Students submit applications through secure on-line site to the FLAS coordinator
	Screening of applications for eligibility Distribution of applications to selection committee with selection criteria instructions
Late February	Review & score applications
March	Meet to determine awardees
Late March	Notification of awardees including rules and reporting requirements
Mid-April	Accept or decline

Application Process: Students submit applications electronically to the FLAS coordinator through a secure online system that protects the confidentiality of their data. They complete an application form that collects information allowing the FLAS coordinator to determine eligibility and allowing the selection committee to evaluate the proposed course of study, the student’s capacity for language acquisition, student career goals, the degree to which the proposed course of study meets program goals and priorities, and student financial need. As part of the application, the student must submit a two-page statement of purpose describing the ways in which a FLAS fellowship will enable them to advance their language skills as well as the ways in which language and African studies contribute to progress in their academic career. Students are also asked to address how a FLAS fellowship will further their career goals. Students must submit transcripts, a letter of recommendation from a faculty member, and (for students continuing study beyond the beginning level) a language instructor’s confirmation of the student’s level of language proficiency. The FLAS coordinator works with the UMN Office of Student Finance and Scholarship Tracking and Reporting System to determine student need.

Selection Committee and Criteria: The selection committee is comprised of a language specialist, an African studies specialist, and a professional school faculty member. Members are given instructions from the FLAS coordinator and score each candidate 1-5 (1 being the lowest, 5 being the highest) with additional points awarded for announced priority criteria (table J.2).

Table J.2 FLAS Selection Criteria	
Evaluation of Application (score 1-5)	Additional Points (up to 2 awarded)
1) evidence that language training is needed to further the applicant’s work in African Studies; 2) the extent to which the applicant’s academic program and/or course content is focused on African issues; 3) the applicant’s academic performance; 4) the persuasiveness of the applicant’s statement of purpose and letter of recommendation; 5) the applicant’s existing level of foreign language proficiency and capacity for language learning; 6) the applicant’s career goals.	1) Proposed study of a priority language 2) Proposed study of a LCTL at the advanced level 3) Intention to seek careers in government service 4) Evidence of financial need

UMN does not award FLAS in the commonly taught languages, and all African languages that UMN offers are priority languages. We anticipate that 100% of the awards will be made in a priority language, which would be consistent with the track record of the last 4 years.

Chapter K: Competitive Priorities

ASC’s response to the announced priorities is summarized in table K.1. These activities are fully described in chapters I (outreach), A (program planning) and J (FLAS).

Table K.1: Priorities	
NRC Competitive Priority 1: Collaborative activities with MSIs or community colleges	<ul style="list-style-type: none"> • Sustained Summer Professional Development Institutes with MSI and Community College faculty over 4 years of the grant (I.d.1,3,5,7) • Curriculum Writing Workshops with MSI and Community College faculty over 4 years of the grant (I.d.2,4,6,8) • Collaborative Curriculum Development Workshop Abroad with Howard University over 4 years of the grant (VIII.b.6) • Provide access stipends for eligible MSI & CC faculty to attend educator dialogues and professional development programs (VIII.b.1) • Curriculum Writing Teams with Title I and III eligible schools (VIII.b.2)
NRC Competitive Priority 2: Collaborative activities with schools or colleges of education, teacher education programs and sister NRC/LRCs	<ul style="list-style-type: none"> • Collaboration with CEHD to offer summer teacher training institutes (Budget I.d.1,3,5,7) • Collaboration with CEHD to offer pre-service educator workshops (I.d.2,4,6,8) • Collaboration with CARLA, an LRC at UMN, to develop training and pedagogies for distance online instruction of Somali (I.b.1) • Travel support for MSI and CC Africanists to attend AASP meetings (V.3)-collaboration with sister African Studies NRCs • Collaboration with sister NRCs nationwide on outreach activities (Educator Workshops, Book Prize) at national conferences (VIII.b.4) • African Language Materials Archive collaborations with sister NRCs (VIII.b.5) • Collaborative Curriculum Development Workshop Abroad with Howard University over 4 years of the grant (VIII.b.6) • African Theory from the Continent Collaborative sister NRCs (VIII.a)
FLAS Competitive Priority 1 Give preference when awarding fellowships to students who demonstrate financial need	<ul style="list-style-type: none"> • The FLAS coordinator will work with the UMN Office of Student Finance to determine student need based on the EFC (Estimated Financial Contribution) in their FAFSA • Students demonstrating need will be given a competitive advantage of 2 points • Need will be considered in awards to both undergraduate and graduate students
FLAS Competitive Priority 2 At least 25% of FLAS awards made in languages other than French, German, Spanish	<ul style="list-style-type: none"> • We propose to offer FLAS awards <u>only</u> to students studying less-commonly-taught languages • Additionally, students intending to study a priority language will be given a competitive advantage and students proposing to study an LCTL at an advanced level will be given a competitive advantage (See Chapter J, p. 49) <p>In the 2014-2018 cycle, 100 % of FLAS awards went to LCTL learners of priority languages.</p>

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

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Diverse Perspectives

African Studies NRC and FLAS University of Minnesota

The African Studies Center has processes in place to ensure that our activities reflect diverse perspectives and encourage debate about significant issues in African studies. Beginning with the planning process for activities to be funded by the grant, continuing through execution of those activities, and finishing with the evaluation of activities by participants, the center encourages the expression of a range of views and active engagement in respectful debate about issues of national and international significance.

The planning process for the activities proposed in chapter A begins with an announcement to faculty across the University, inviting them to participate project planning. The NRC Director and the Assistant Dean for International Programs convene groups of faculty that encourage broad participation without exclusion. As planning continues, themes emerge that become the focus of funded activities. These activities are developed by faculty teams which include a range of approaches. The workshops, symposia, and conferences that develop these themes and build intellectual community bring guest scholars and practitioners to campus with expertise and perspectives not available at our own institution. While it is impractical to have every view represented at every event, over the course of the project diversity is developed. Moreover, at every event, debate is encouraged through question and answer sessions, which ensure that debate over the perspective presented is possible. On particularly contentious issues, ASC develops reading groups under the broad label *Difficult Dialogues*. These groups bring together faculty with divergent views on issues to read relevant texts and to discuss and debate divergent perspectives in a respectful and collegial manner. The groups are not designed to alter perspectives but rather to create the space to explore these differences and to maintain open debate.

The processes that ensure that diverse perspectives are included in the building of intellectual community also contribute to the development of new curriculum. From the activities just described come new components for the University curriculum that reflect the development of the community and the input of visitors. Curricula are constructed to familiarize students with significant positions in the debates on the issues examined. Equivalent processes are in place in the development and delivery of outreach programs. In addition, center outreach programs link community groups with university experts in dialogues that bring perspectives of these communities into the conversation, thus further expanding the diversity of perspectives presented.

Finally, the emphasis on funded activities which support the teaching of less commonly taught languages results in student access to perspectives not available in the English language alone, again expanding the diversity of perspectives to which our students are exposed.

Areas of National Need

African Studies NRC and FLAS University of Minnesota

To “encourage government service in areas of national need...as well as in areas of need in the education, business, and nonprofit sectors” ASC collaborates with career offices across UMN to recruit LCTL students as well as students who have developed African studies expertise through the programs supported by the center. Given the strength of our programs in critical languages (Arabic, Portuguese, Somali, and Swahili) and the carefully developed thematic foci of our activities (see chapter A), our students have ample opportunity to develop skills that address national needs as identified by the Secretary of Education. Moreover, the FLAS selection process awards competitive priority to those students studying national priority languages at the advanced level and to those student evidencing high probability of pursuing government service.

UMN offers special recruitment strategies designed to channel students with African studies expertise and LCTL competencies into professions identified as areas of national need:

1. CLA assigns a career counsellor to each department. The ASC/Languages counsellor sits on the ASC advisory board to align center programs with recruiting.
2. Multiple job fairs are held on campus each year, attracting over 200 local, national and international employers including a large number of government agencies and nonprofit sectors. Students, alumni and employers have access to listings of job fairs on the UMN Career Services website.
3. Students and alumni have access to prospective employers, internships and volunteer organizations by registering for Handshake, an online job-posting site that also includes a section for employers seeking qualified individuals for open positions in their companies and organizations. In addition, CSOM, the Law School, HHH and the School for Public Health all have their own job-listing websites.
4. Employers from all sectors organize independent visits to campus on a regular basis and are encouraged to contact Career Services to arrange focused meetings with small groups of students.
5. Government agencies plan annual visits to both HHH and the Law School, to recruit students with special expertise in public policy and law.
6. CEHD houses a career services office and a website supporting the recruitment and hiring of students for positions in education throughout the state.

To ensure that students benefiting from ASC programs will be employer’s top recruiting prospects, ASC will employ the following strategies:

1. Recruitment in advanced LCTL classes
2. Recruitment in advanced African studies classes
3. Recruitment of students to apply for FLAS fellowships (all ASC FLAS languages are priority languages)
4. Encouragement of study abroad opportunities

5. Special career preparatory workshops that focus on resume writing and interview skills, focusing on the presentation of language and African studies expertise for prospective employers
6. Including links to job opportunities in areas of national need on the ASC web site.

Appendix I: Faculty and Staff CVs
and
Position Description

African Studies NRC and FLAS
University of Minnesota

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University of Minnesota

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	Claudia Munoz-Zanzi	97	Michael Westerhaus	133
School of Social Work (CEHD)				
	Katie Johnston-Goodstar	69	Oliver Williams	134
	Michael Lee	81		
Sociology (CLA)				
<i>new core</i>	Hassan Abdel-Salam	13	Michael Goldman	54
	Cawo Abdi	13	Teresa Gowan	56
	Ron Aminzade	17	David Knoke	76
	Alejandro Baer	21	Enid Logan	85
	Joyce Bell	24	Ann Meier	94
	Yanjie Bian	26	Jeylan Mortimer	96
	Elizabeth H. Boyle	30	Even Roberts	109
	Jeffrey P. Broadbent	32	Joachim Savelsberg	115
	Penny A. Edgell	49	Rachel Schurman	116
			John Robert Warren	131
Theatre Arts and Dance (CLA)				
	Patricia Brown	33	Rachmi Diyah Larasati	79
	Ananya Chatterjea	37	Sonali Pahwa	101
	Cindy Garcia	61	Margaret Werry	133
<i>new core</i>	Michael Kouakou	77		
Translation and Interpreting (CCAPS)				
	Cesar Anderson-Cazales	17	Veroncia Newington	98
	Claudia Giannini	52	Xul Perez	102
	Scott Homler	65	Nancy Stone	124
	Silvia McCalip	92	Betty Tapias-Heinrich	125
Veterinary Medicine (AHC)				
	Karin Hamilton	60	Ferdinando Sampero	113

Language Faculty Biographies

DEPARTMENT			
NAME	PAGE	NAME	PAGE
African American and African Studies (CLA)			
Said Ahmed	140	Angaluki Muaka	149
Asian Languages and Literatures (CLA)			
Rasha El Helw	147	Mohammed Hussain	147
Hossam Elsherbiny	143	Katrien Vanpee	151
<i>new core</i> Joseph Farag	144		
Center for Advanced Research on Language Acquisition (CARLA)			
Tar Fortune	145	Kate Paesani	148
Marlene Johnshoy	148		
French & Italian (CLA)			
Hakim Abderrezak	140	Lorenzo Fabbri	144
Maria M. Brewer	141	Ioanna Vertolomei Pribia	151
Bruna Chaouat	142	Christophe Wall-Romana	152
Language Center (CLA)			
Adolfo Carrillo Cabello	142	Dan Soneson	150
Monica Frahm	146	Pablo Viedma	152
Spanish & Portuguese (CLA)			
Sophia Beal	141	Michelle Hamilton	146
Dora Dias	143	Raul A. Marrero-Fente	148
Ana Paula Ferreira	145	Marilena Mattos	149

Explanation of Language Proficiency Levels (ACTFL Scale)

1. Novice: Able to communicate minimally with learned materials (Novice);
2. Intermediate: Able to create with the language by combining and recombining learned elements, though primarily in a reactive mode; initiate and sustain basic communicative tasks;
3. Advanced: Able to converse in a clearly participatory fashion; able to initiate, sustain, and bring to closure a wide variety of communicative tasks; able to satisfy the requirements of school and work situations, and to narrate and describe with paragraph-length connected discourse;
4. Superior: Able to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and to support opinions and hypothesize using native-like discourse strategies.

Shaden Tageldin**100%****Departmental Home:** African Studies Center & Cultural Studies/Comparative Literature**Tenure Status:** Associate Professor**Educational History:** Ph.D.: Comparative Literature, University of California-Berkeley, Berkeley, California, 2004.
A.B. with honors: English and American Literature and Language, Harvard University.**Languages** Arabic (4), French (4)**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**

- “Beyond Latinity, Can the Vernacular Speak?” forthcoming in *Comparative Literature* in June 2018
- “World War, World Literature: Revisiting Tayeb Salih’s *Season of Migration to the North*,” forthcoming in the Wiley-Blackwell Companion to World Literature, ed. Kenneth Seigneurie
- “Fénelon’s Gods, al-Tahtawi’s Jinn: Trans-Mediterranean Fictionalities,” in *Philological Encounters* 2.1–2 (2017)
- “The Novel in Translation and Transition,” in Volume 11 of *The Oxford History of the Novel in English: The Novel in Africa and the Caribbean since 1950*, ed. Simon Gikandi (2016)
- “(Post)Colonial Translation,” in *Teaching Translation: Programs, Courses, Pedagogies*, ed. Lawrence Venuti (2016)
- “The Place of Africa, in Theory: Pan-Africanism, Postcolonialism, Beyond,” *Journal of Historical Sociology* 27.3 (2014)
- “Untranslatability,” in the *ACLA Report on the State of the Discipline 2014–2015* (2014)
- “The Incestuous (Post)Colonial: Soueif’s *Map of Love* and the Second Birth of the Egyptian Novel in English,” in the Edinburgh Companion to the Arab Novel in English (2013)

Courses: CL/CSDS 8910: Politics of the Vernacular
 CL/CSDS 8910: (Post)Colonial Translation
 CL/CSDS 8910: Revisiting Said
 CL/CSDS 8910: Critical Debates in Comparative Literature
 CL/CSCL 5331: Discourse of the Novel
 CL/CSCL/CSDS 5910: (Post)Colonial Translation and the Reinvention of Literature and History
 CSCL 3621W: Colonial and Postcolonial Literatures and Theory, 1700 to the Present
 CSCL 3179: Reading Literary Movements
 HSem 2090H - Honors Seminar: Intimate Enemies
 CSCL 1909W - Freshman Seminar: Is There a Colony in This Class?

Research and Teaching Specialties:

19th- and 20th-century literatures in English, Arabic, French
 Trans-African and trans-Asian studies
 Empire and postcolonial studies
 Critical translation theory
 Politics of language, literary form, genre
 Histories and ideologies of comparative literature
 Aesthetics and biologics of race, nation, culture
 Literatures of migration and diaspora

Dissertations and Theses Supervised: 0**Distinctions:**

Frederick Burkhardt Residential Fellowship, American Council of Learned Societies, 2016 - 2017
 2018 Nineteenth Century Studies Association (NCSA) Article Prize
 Arthur "Red" Motley Exemplary Teaching Award, College of Liberal Arts, University of Minnesota, 2013 - 2014
 University of Minnesota Imagine Fund Award, 2017 - 2020
 Grant-in-Aid of Research, Artistry and Scholarship, University of Minnesota, July 2013 - January 2015

Patricia Baehler	Teaching Time Spent on Subject Matter
	100%

Departmental Home: Global Studies

Tenure Status: Events Coordinator

Educational History: Master of Arts, 18th Century British Literature, University of Minnesota, in progress
Master of Arts, English Literature, DePaul University, Chicago

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Research and Teaching Specialties:
18th Century British Literature

Dissertations and Theses Supervised: 0

Distinctions:

Lydia Brosnahan	Teaching Time Spent on Subject Matter
	25%

Departmental Home: Institute for Global Studies

Tenure Status: FLAS Coordinator

Educational History: B.A. Anthropology, Macalester College 2013

Languages Turkish (3), Portuguese (3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Research and Teaching Specialties:
Foreign Language and Area Studies Grants

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter
Jenna Conley 100%

Departmental Home: Global Studies

Tenure Status: Account Specialist

Educational History: BA, German. Minor in Linguistics: Grinnell College, 2004

Languages German(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Teaching Time Spent on Subject Matter
Danielle Dadras 100%

Departmental Home: Global Studies

Tenure Status: Lecturer, Academic Advisor

Educational History: Ph.D., Ohio State University, 2008
MA, Ohio State University, 2003
BA, Ohio University, 2000

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses: GLOS 3550 Sr. Research Paper

Research and Teaching Specialties
Social Justice Globalization
Postcolonialism Global Literature and Film

Distinctions

Evelyn Davidheiser	Teaching Time Spent on Subject Matter
	100%

Departmental Home: Global Studies

Position: Director & Assistant Dean

Educational History: Ph.D. Duke University
M.A. Duke University
B.A. Wellesely College

Languages: Russian(4), French(4), German(2)

Overseas Experience: **Research:** Yes **Teaching:** No

Recent Publications:
 "The KPRF: Toward Social Democracy or National Socialism?" in Matthew Wyman, et al.eds Elections and Voters in Postcommunist Russia, (London: Elgar, 1998).
 "Right and Left in the Hard Opposition", in Timothy Colton & Jerry Hough, eds. Growing Pains: Russian Democracy and the Election of 1993, Brookings, 1998.
The Russian Presidential Election, Brookings, 1996 (co-authored with Jerry Hough and Susan Lehmann)

Courses:

Research and Teaching Specialties

Distinctions

Kieran Dihtal	Teaching Time Spent on Subject Matter
	100%

Departmental Home: Institute for Global Studies

Tenure Status: Finance Manager

Educational History: BA, University of Minnesota
Business Analyst Certificate
Certified Approver

Languages

Overseas Experience: **Research:** Yes **Teaching:**

Recent Publications

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Malaika Grant	Teaching Time Spent on Subject Matter 100%
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Departmental Home: African Studies Center
University Libraries

Tenure Status: Associate Librarian

Educational History: M.S. in Library and Information Science, College of St. Catherine/
Dominican University
BA in English, Oberlin College

Languages:

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications "The Chat Reference Interview: Practicalities and Advice." *The Reference Librarian*
Volume 43, Issue 89/90 (2015)
Editor, African Languages Dictionaries, and Co_Editor, English Language Dictionaries
sections of 2008 edition of ALA's Guide to Reference Resources
(American Library Association)

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Deborah Jane	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Institute for Global Studies

Tenure Status: Outreach Coordinator

Educational History: MA English, Eastern Illinois University, Charleston, IL
BA French, Eastern Illinois University, Charleston, IL

Languages:

Overseas Experience: **Research:** N/A **Teaching:** N/A

Recent Publications
"A Review of City of Saints and Thieves," *Children's Africana Book Review*, April 2018.
"LLTC Peer Mentors Share their Stories and Make a Difference," *CRLA Peer Assistance Newsletter*, Volume 1, Issue 3, June 2010
"Leech Lake Hosts TCUs for Peer Tutoring," *Tribal College Journal of American Indian Higher Education*, Volume 21, No. 3, Spring 2010
"LLTC Learning Center Peer Mentors Share Their Stories and Make a Difference," *CRLA Minnesota / North Dakota / South Dakota Regional Newsletter*, April 2010
"LLTC Student Named ATP Peer Tutor of the Year," *Cass Lake Times*, February 24, 2010
"Learning Center Peet Mentors Share Stories," *Cass Lake Times*, Rebruary 24, 2010

Courses:

Research and Teaching Specialties

Distinctions

University of Minnesota College of Liberal Arts Outstanding Service Award, January 2017

Jennifer Mikolajczyk	Teaching Time Spent on Subject Matter
	100%

Departmental Home: Institute for Global Studies

Tenure Status: Administrative Specialist

Educational History: M.A. Latin American Studies, University of Arizona, 2010
B.A. Spanish and Physical Geography, University of Wisconsin-Eau Claire

Languages: Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Klaas van der Sanden	Teaching Time Spent on Subject Matter
	50%

Departmental Home: Institute for Global Studies
Center for African Studies

Position Program Director

Educational History: *Kandidaats*, University of Amsterdam
Doctoraal, University of Amsterdam

Languages Afrikaans (4), Dutch(4), German(4), English(4), French(3)

Overseas Experience: **Research:** Yes **Teaching:** N/A

Recent Publications

Courses:

Research and Teaching Specialties

Distinctions

Non-Language Faculty CVs

African Studies
University of Minnesota

Cawo Abdi	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Global Studies & Sociology

Tenure Status: Associate Professor

Educational History: Ph.D. University of Sussex, UK, 2006
M.A. University of Guelph, Canada, 2002

Languages Somali (4)

Overseas Experience: Somalia **Research:** Yes **Teaching:** Yes
Tanzania

Recent Publications

"Refugees and Citizens on the Margins: Sufferings Recognized, Sufferings Denied." 2017. Pp. 217-232 in *Alleviating World Suffering: The Challenge of Negative Quality of Life*. Edited by Ronald E. Anderson. NY: Springer.

"Disclaimed or Reclaimed? Muslim Refugee Youth and Belonging in the Age of Hyperbolisation." 2015. *Journal of Intercultural Studies* 36(5): 564-578.

"Threatened Identities and Gendered Opportunities: Somali Migration to America." 2014. *Signs: Journal of Women in Culture and Society*, no. 21: 459-483.

Courses:

SOC 3505 Migrations: People in Motion SOC 8390 Comparing Global Migrations: An Interdisciplinary Approach
SOC 3681 Gender and the Family in the Islamic World

Research and Teaching Specialties:

Migration Race and Class Development Studies
Gender Islam Human Rights

Dissertations and Theses Supervised: 6

Distinctions:

2014 Public Sociology Award, Department of Sociology
Fulbright Fellowship to South Africa, 2012-2013

Hassan Abdel Salam	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Global Studies & Sociology

Tenure Status: Assistant Professor

Educational History: Ph.D.: Sociology, New York University, New York, United States.
LL.M.: Law, York University, Toronto, Canada.
LL.B.: Common Law, McGill University, Montreal, Canada.

Languages Arabic (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

(2011). Criminal law reform and human rights in African and Muslim countries with particular reference to Sudan. In *Criminal Law Reform and Transitional Justice: Human Rights Perspectives for Sudan* (pp. 33-56). Ashgate Publishing Ltd.

Courses:

GLOS 1911 Human Rights Strategy

Research and Teaching Specialties:

Cultural Sociology Sociology of law Human Rights
Global Sociology Sociology of Religion Islam

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between;"> Erin Albrecht-Durbin 50% </div>

Departmental Home: Global Studies and Anthropology

Tenure Status: Assistant Professor

Educational History: PhD: Gender & Women's Studies, University of Arizona, Tucson, AZ, 2015.

Languages French (4)

Overseas Experience: Haiti **Research:** Yes **Teaching:** Yes

Recent Publications
Performing Postcolonial Homophobia: An Analysis of the 2013 Public Demonstrations Against Same-Sex Marriage in Haiti: Durban-Albrecht, Erin, *Women & Performance: a journal of feminist theory*, 27.2 , 2017
Postcolonial Disablement and/as Transition: Trans Haitian Narratives of Breaking Open and Stitching Together:* Durban-Albrecht, Erin, *Transgender Studies Quarterly* , 4.2 , 201

Courses: ANTH 1003 Understanding Cultures
 ANTH 4993-4994 Independent Study

Research and Teaching Specialties:
 Transnational American Studies Social Movements
 LGBTQI Studies Human Rights
 Haiti and Haitian Studies Transnational Feminisms
 Political Anthropology Queer, Trans, Feminist, Black, Postcolonial, Marxist

Dissertations and Theses Supervised: 0

Distinctions:
 National Women's Studies Association–University of Illinois Press First Book Prize, 2015
 American Studies Association Ralph Henry Gabriel Dissertation Award, 2015

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between;"> Jennifer Alexander 25% </div>

Departmental Home: History of Science, Technology and Medicine

Tenure Status: Associate Professor

Educational History: PhD History of technology, University of Washington (Seattle).

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 Alexander, J. K. (2015). Rationalization comes to Rome: Expertise in labour management at the third international congress, 1927. In *Scientists' Expertise as Performance: Between State and Society, 1860-1960* (pp. 147-160). Taylor and Francis Inc..

Courses:
 HSCI 1714/3714 Stone Tools to Steam Engines: Technology and History to 1750
 HSCI 1715/3715 History of Modern Technology: Waterwheels to the Web
 HSCI 8950 Seminar: Science and Technology in Cultural Settings

Research and Teaching Specialties:
 Modern industrial/technological culture History of engineering
 Science, technology, and religion Modern Europe

Dissertations and Theses Supervised: 2

Distinctions:
 Sidney M. Edelstein Prize, Society for the History of Technology, 2010

Ryan Allen	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Associate Professor

Educational History: Ph.D., Massachusetts Institute of Technology, 2007
MCP, Massachusetts Institute of Technology, 2002

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Allen, Ryan and Erika Busse. Forthcoming. "The Social Side of Ethnic Entrepreneur Break-Out: Evidence from Latino Immigrant Entrepreneur Malls." *Ethnic and Racial Studies*

Allen, Ryan and Hiromi Ishizawa. 2015. "State-Level Political Context and Immigrant Homeownership in the U.S." *Journal of International Migration and Integration* 16(4): 1081-1097.

Fan, Yingling, Ryan Allen and Tieshan Sun. 2014. "Spatial Mismatch in Beijing, China: Implications of Job Accessibility for Chinese Low-Skilled Workers." *Habitat International* 44(1): 202-210.

Courses:

PA 5004 Introduction to Planning
PA 5281 Immigrants, Urban Planning and Policymaking in the US
PA 8081 Urban Planning Capstone: Planning and Policymaking in Diverse Contexts

Research and Teaching Specialties:

Community and economic development Immigrant home ownership and entrepreneurship
Urban and regional planning Housing studies

Dissertations and Theses Supervised:

Distinctions:

Dean's Award for Distinguished Diversity and Inclusion, University of Minnesota Extension, 2013 (awarded to Leadership and Civic Engagement staff at Minnesota Extension Center for Community Vitality)
Principal Investigator, "The Somali Diaspora's Role in Somalia: Implications of Return," with Peace Research Institute Oslo (Norway) and the Heritage Institute for Policy Studies (Somalia) July 1, 2013 – June 30, 2015 for \$361,306 (\$136,840 for UMN)

Manuel Amador	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Economics

Tenure Status: Professor

Educational History: Ph.D., Massachusetts Institute of Technology, 2003
P.I.M.A.: Pontificia Universidad Catolica de Chile, Santiago, Chile, 1998.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Amador, Manuel, Javier Bianchi, Luigi Bocola, and Fabrizio Perri. "Reverse Speculative Attacks." *Journal of Economic Dynamics and Control* (2016) 72: 125–137.

Courses:

ECON 8491 Workshop in Trade and Development ECON 8492 Workshop in Trade and Development

Research and Teaching Specialties:

International economics Macroeconomics

Dissertations and Theses Supervised:

Distinctions:

2015, National Science Foundation grant, Summer Workshop Series in Macroeconomic Theory and Dynamic Modeling

Ronald Aminzade	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Sociology

Tenure Status: Professor

Educational History: Ph.D., Sociology, University of Michigan, 1978.
PhD University of Michigan

Languages French(4), Swahili(4)

Overseas Experience: Tanzania **Research:** Yes **Teaching:** Yes

Recent Publications

"The Political Economy of Administrative Corruption: Boundary Politics in Post-Colonial Tanzania," 2015. *International Journal of Political Science and Development* 3(2): 85-100.

Race, Nation, and Citizenship in Post-Colonial Africa: The Case of Tanzania. 2013. Cambridge University Press.

"The Dialectic of Nation-Building in Post-Colonial Tanzania," 2013. *The Sociological Quarterly* 54: 335-366.

Courses:

SOC 4461 Sociology of Ethnic and Racial Conflict SOC 8390 Topics in Political Sociology

Research and Teaching Specialties

Historical and Comparative	Race Relations
Political Sociology	Social Movements
Sociology of Development	Democratic Theory
Nationalism and Citizenship	Tanzania

Dissertations and Theses Supervised:

Distinctions:

Global Spotlight Seed Grant 2013
Arthur "Red" Motley Teaching Award, College of Liberal Arts, University of Minnesota, Spring 2012

Cesar Anderson-Cazales	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Translating and Interpreting

Tenure Status: Teaching Specialist

Educational History: J.D. University of Minnesota Law School, 2007
B.A. William Paterson College of New Jersey, 2003

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

TRIN 1301 Legal Terms and Concepts for Interpreters

Research and Teaching Specialties:

Interpreting in legal settings

Dissertations and Theses Supervised:

Distinctions:

Fionnuala Ní Aoláin	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Law

Tenure Status: Regents Professor

Educational History: Queen's University Law Faculty, Belfast, Northern Ireland, LL.B., Ph.D.
Columbia Law School, LL.M.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Ní Aoláin, Managing Terrorism through the Courts (2018)(in progress)
Managing Terrorism Journal of National Security Law & Policy (2017)

Courses:

LAW 6216 European Union Law LAW 6893 Transitional Justice
LAW 6636 European Human Rights Law

Research and Teaching Specialties:

International law Transitional justice
Human rights law Feminist legal theory
National security law

Dissertations and Theses Supervised:

Distinctions:

Regents Professor & Robina Chair in Law, Public Policy, and Society Faculty Director

Alexandre Ardichvili	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Professor and Director of Undergraduate Studies

Educational History: Ph.D. and MBA, University of Minnesota
Ph.D., Moscow State University

Languages

Overseas Experience: Russia **Research:** Yes **Teaching:** Yes

Recent Publications

Ardichvili, A., & Dirani, K. (Eds.). (2017). *Leadership development in emerging market economies*. NY: Palgrave Macmillan.
Jondle, D., & Ardichvili, A. (Eds.). (2017). *Ethical business cultures in emerging markets*. Cambridge, UK: Cambridge University Press.

Courses:

OLPD 5612 International Human Resource Development

Research and Teaching Specialties:

International human resource development Leadership development
HRD for sustainability and corporate social responsibility Sustainable and social entrepreneurship

Dissertations and Theses Supervised:

Distinctions:

2018 Academy of Human Resource Development (AHRD) Award
2017 Winner of R. Wayne Pace HRD Book of the Year Award (Leadership development in emerging market economies)
Hellervik Endowed Chair in Leadership and Adult Career Development

Sid Bedingfield	Teaching Time Spent on Subject Matter 25%
------------------------	---

Departmental Home: Journalism and Mass Communication

Tenure Status: Assistant Professor

Educational History: Ph.D. Mass Communication, University of South Carolina, 2014.
M.A. Mass Communication, University of South Carolina, 2010.
B.A. English Literature, Florida State University, 1983.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Newspaper Wars: Civil Rights and White Resistance in South Carolina, 1935-1965. Bedingfield, Sid, University of Illinois Press, Author, 2017.
Culture, Power, and Political Change: Skeptics and the Civil Sphere: Bedingfield, Sid, Sage, Journal of Communication Inquiry, 39(2) 158-169, 2015.

Courses:

JOUR 1001H Honors: Introduction to Mass Communication
JOUR 3614 History of Media Communication

Research and Teaching Specialties:

Political Communication and Journalism History

Dissertations and Theses Supervised:

Distinctions:

News & Documentary Emmy Award for Outstanding Feature Story in a Newscast

William Beeman	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Anthropology

Tenure Status: Professor

Educational History: Ph.D., University of Chicago, 1976
M.A., University of Chicago, 1971
B.A., Wesleyan University, 1968

Languages

Overseas Experience: Japan **Research:** Yes **Teaching:** Yes
 China Tajikistan
 India Nepal

Recent Publications:

Beeman, W. O. (2017). Iran and Central Asia. In K. Taylor, & V. Williams (Eds.), *Etiquette and Taboos Around the World: A Geographic Encyclopedia of Social and Cultural Customs* (pp. 145-150). Santa Barbara, CA : Greenwood Press.
Beeman, W. O. (2017). Iran and Kurdistan: A Studied Ambiguity. In M. M. A. Ahmed, & M. M. Gunter (Eds.), *The Evolution of Kurdish Nationalism* (pp. 276-286). Costa Mesa, CA: Mazda Publications.

Courses:

ANTH 3041 Ecological Anthropology ANTH 5041 Ecological Anthropology
ANTH 4121 Business Anthropology

Research and Teaching Specialties:

Peasant and nomadic societies	Paralinguistic and nonlinguistic semiotics
Philosophic anthropology	Japan
Middle East	Iran
Islamic World	South Asia

Dissertations and Theses Supervised: 2

Distinctions:

Soros Foundation Open Society Fellowship for Research in Tajikistan, 2012

Valerie Belair-Gagnon	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Journalism and Mass Communication

Tenure Status: Assistant Professor

Educational History: Ph.D.: Sociology, City University London, 2013.
B.A.: Sociology, McGill University, 2004.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Mobile Sourcing: A Case Study of Journalistic Norms and Chat Apps Usage: Belair-Gagnon, Valerie, Mobile Media and Communication, 2018.

Courses:

JOUR 8003 Digital Media Issues and Theories

Research and Teaching Specialties:

Journalism Studies	Chat Apps / Chatbots
Sociology of Media	Social Media
Media Innovation	Digital Culture
News Production	

Dissertations and Theses Supervised:

Distinctions:

Yale Law School Information Society Project, Affiliated Fellow, 2016 – present

Joyce Bell	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Sociology

Tenure Status: Associate Professor

Educational History: Ph.D.: Sociology, University of Minnesota, Minneapolis, MN, 2007.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Moore, W. L., & Bell, J. M. (2017). The Right to Be Racist in College: Racist Speech, White Institutional Space, and the First Amendment. *Law and Policy*, 39(2), 99-120.
Bell, J. M. (2016). Introduction to the special issue on black movements. *Sociological Focus*, 49(1), 1-10.

Courses:

SOC 4090 Topics in Sociology

Research and Teaching Specialties:

Social Movements	Civil Rights and Black Power Movement
Work, Professions & Organizations	Diversity in Higher Education
Historical Sociology	

Dissertations and Theses Supervised: 2

Distinctions:

2016 Distinguished Early Career Award, American Sociological Association Section on Racial & Ethnic Minorities
2015-2016 Harvard University Radcliffe Institute for Advanced Study Fellowship

Anna Bierbrauer	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Landscape Architecture

Tenure Status: Adjunct Assistant Professor

Educational History: M.A. Landscape Architecture, University of Minnesota, 2012

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
LA 3413 Introduction to Landscape Architectural History

Research and Teaching Specialties:
Landscape architecture

Dissertations and Theses Supervised:

Distinctions:
Member Buckman Fellow in Philanthropy and Leadership, 2011-2012

Martha Bigelow	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Curriculum and Instruction

Tenure Status: Professor

Educational History: Ph.D., Second Languages Education, Georgetown University

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

King, K., Bigelow, M., & Hirsi, A. (2017). New to school and new to print: Everyday peer interaction among adolescent high school newcomers. *International Multilingual Research Journal: Special Issue entitled Exploring Peer Interaction among Multilingual Youth: New Possibilities and Challenges for Language and Literacy Learning*

Courses:
CI 5621 Culture as the Core in the Second Language Classroom

Research and Teaching Specialties:
Second language acquisition Preservice language teacher education
Schooling experiences of adolescent immigrant youth Multicultural education

Dissertations and Theses Supervised: 2

Distinctions:
2011: Multicultural Faculty Award, College of Education and Human Development

Victor Boantza	Teaching Time Spent on Subject Matter 25%
-----------------------	---

Departmental Home: History of Science, Technology and Medicine

Tenure Status: Assistant Professor

Educational History: Ph.D. History and Philosophy of Science and Technology, University of Toronto (2009).

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Boantza, V. D. (2015). The Enlightenment of Joseph Black. *Annals of Science*.

Boantza, V. D. (2015). Erratum to: The uses of style and the ‘big picture’ history of science (*Metascience*, 10.1007/s11016-014-9881-z). *Metascience*, 24(1).

Courses:

HSCI 1814/3814 Revolutions in Science: The Babylonians to Newton HSCI 8125 The Scientific Revolution
 HSCI 3611 Enlightenment, Revolution, and the Rise of Modern Science

Research and Teaching Specialties:

Early modern physical sciences The scientific and chemical revolutions
 Enlightenment science

Dissertations and Theses Supervised:

Distinctions:

Australian Research Council Discovery Early Career Researcher Award, 2012-2015

Paul Bolstad	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Forest Resources

Tenure Status: Professor

Educational History: Ph.D. Environmental Monitoring, University of Wisconsin, Madison. 1990

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Dymond, S.F., J.B. Bradford, P.V. Bolstad, R.K. Kolka, S.D. Sebestyen, T.M. DeSutter. 2017. Topographic, edaphic, and vegetative controls on plant-available water. *Ecohydrology*,

Courses:

FNRM 5480 Topics in Natural Resources

Research and Teaching Specialties:

Ecosystem ecology Land use and climate impacts on forest water and carbon
 Geographic information science

Dissertations and Theses Supervised: 3

Distinctions:

USDA-AFRI Grants 2012

Bruce Braun	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Geography, Environment and Society

Tenure Status: Professor

Educational History: Ph.D. University of British Columbia, 1996
M.A. University of British Columbia, 1991
B.A. University of Winnipeg, 1988

Languages French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Braun, Bruce, 2014. "A new urban dispositif? Governing life in the age of climate change." *Environment and Planning D: Society and Space*, 32, 49-64.

Wakefield, Stephanie and Bruce Braun, 2014. "Governing the resilient city." *Environment and Planning D: Society and Space*, 32, 4-11.

Courses:

GEOG 4002W Environmental Thought and Practice GEOG 8220 Agrarian Change and Rural Development

Research and Teaching Specialties

Eco-politics Political Ecology

Dissertations and Theses Supervised: 6

Distinctions:

Institute for Advanced Study, Residential Fellowship, 2010-2011

Timothy Brennan	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Cultural Studies and Comparative Literature

Tenure Status: Professor

Educational History: PhD Columbia University, 1987
MA Columbia University, 1981
BA University of Wisconsin - Madison, 1976

Languages Spanish(4), French(4), German(3), Italian(3), Latin(3)

Overseas Experience: yes **Research:** yes **Teaching:** yes

Recent Publications

Borrowed Light: Vico, Hegel and the Colonies. Brennan, Timothy, Author, 2014.

Secular Devotion: Afro-Latin Music and Imperial Jazz. Brennan, Timothy, Verso, Author, 2008.

Courses:

CSCL 5833 Marx, Freud, Nietzsche: Intellectual Foundations

CSCL 5910 Topics in Cultural Studies and Comparative Literature

Research and Teaching Specialties

19th and 20th-Century Comparative Literature Postcolonial Theory

Continental Literary and Cultural Theory Problems of World Literature and Globalization

Dissertations and Theses Supervised: 4

Distinctions:

Samuel Russell Chair in the Humanities, 2014 - 2017

Lifetime Achievement Award from South Asian Literatures Association for Contributions to South Asian Studies, 2014

Rose Brewer	Teaching Time Spent on Subject Matter 75%
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Departmental Home: African American and African Studies

Tenure Status: Professor

Educational History: Ph.D. Indiana University
M.A. Indiana University
B.A. Northeastern College

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Brewer, R. M. (2013). 21st-Century Capitalism, Austerity, and Black Economic Dispossession. *Souls*, 14(3-4), 227-239.

Courses:

AFRO 1011 Introduction to African American Studies AFRO 8202 Seminar: Intellectual History of Race
AFRO 4105 Ways of Knowing in Africa and the African Diaspora

Research and Teaching Specialties

Sociological Perspectives On Race, Class and Gender Social Stratification, Social and Critical Theory

Dissertations and Theses Supervised:

Distinctions:

2014 recipient of the College of Liberal Arts Dean’s Medal,
ASA Teaching Award, 2013

Jeffrey Broadbent	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Sociology

Tenure Status: Professor

Educational History: Ph.D.: Sociology, Harvard University, Cambridge, MA, 1982.
M.A.: Regional Studies-East Asia, Harvard University, Cambridge, MA, 1975.

Languages Japanese(4), Chinese(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Kukkonen, A., Yla-Anttila, T., Swarnakar, P., Broadbent, J., Lahsen, M., & Stoddart, M. C. J. (2018). International organizations, advocacy coalitions, and domestication of global norms: Debates on climate change in Canada, the US, Brazil, and India. *Environmental Science and Policy*, 81, 54-62.

Courses:

SOC 1911 Climate Change and Society SOC 4305 Environment & Society: An Enduring Conflict

Research and Teaching Specialties:

Political Sociology Institutions and Culture
Environmental Sociology Cross-National Comparative Methods
Climate Change Japan
Global Society East Asia

Dissertations and Theses Supervised: 2

Distinctions:

Fellow, Institute on the Environment, 2016-present University of Minnesota Sabbatical Supplement, AY 2014-2015

Patricia Brown	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Theatre Arts and Dance

Tenure Status: Teaching Specialist

Educational History:

Languages:

Overseas Experience: **Research:** No **Teaching:** No

Recent Publications:

Courses:

DNCE 1313 African Based Movement	DNCE 1352 African Diasporic Movement 2
DNCE 1351 African Diasporic Movement 1	

Research and Teaching Specialties:

African-based movement	Caribbean Movement
West Africa and other African regions dance	Americas Movement

Dissertations and Theses Supervised:

Distinctions:

2007 Century Council Diverse Community Award
2004 College of Continuing Education Distinguished Teaching Award

Robert Brown Jr.	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Cultural Studies & Comparative Literature

Tenure Status: Professor

Educational History:

Languages:

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Subject to interpretation: the role of research in writing programs and the politics of administration. Brown Jr, Robert, Christopher
Anson, Heineman, The Writing Program Administrator as Researcher.: Inquiry in Action and Reflection, 1999.

Courses:

CSCL 3331 Science and Culture

Research and Teaching Specialties:

Cultural studies of science and technology	Theory and sociology of knowledge and taste
Rhetoric	Popular culture
Literacy and critical pedagogy	Culture and the environment
Education and institutions	Cultural ethnography

Dissertations and Theses Supervised: 2

Distinctions:

College of Liberal Arts "Red" Motley Teaching Award, University of Minnesota
Morse Amoco/Alumni Teaching Award, University of Minnesota

Dustin Chacon	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Linguistics

Tenure Status: Assistant Professor

Educational History: PhD: Linguistics, University of Maryland, 2015.

Languages Spanish(4), Bangla(4), Hindi(4), French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Linguistic representations and memory architecture: The devil is in the details: Chacon, Dustin, Shota Momma, Colin Phillips, Brain and Behavioral Sciences, 39 e68, 2016.

Courses:
 LING 5001 Introduction to Linguistics LING 8105 Field Methods in Linguistics I
 LING 5105 Field Methods in Linguistics I LING 8106 Field Methods in Linguistics II

Research and Teaching Specialties:
 Language processing South Asian languages
 Child Language

Dissertations and Theses Supervised:

Distinctions:
 2009–2015 Beinecke Fellowship, Sperry Foundation.

Gabriel Chan	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Assistant Professor

Educational History: Ph.D. Public Policy, Harvard University, 2015

Languages

Overseas Experience: China **Research:** Yes **Teaching:** Yes

Recent Publications
 Chan, G., Evans, I., Grimley, M., Ihde, B., & Mazumder, P. (2017). Design choices and equity implications of community shared solar. *Electricity Journal*, 30(9), 37-41.
 Chan, G., Goldstein, A. P., Bin-Nun, A., Anadon, L. D., & Narayanamurti, V. (2017). Six principles for energy innovation. *Nature*, 552(7683), 25-27.

Courses:
 PA 5711 Science, Technology & Environmental Policy PA 5724 Climate Change Policy

Research and Teaching Specialties:
 Climate change Science and technology
 Energy and environment Sustainable development

Dissertations and Theses Supervised: 1

Distinctions:
 2017-2018 McKnight Foundation Grant

Ananya Chatterjea	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Theater Arts and Dance

Tenure Status: Professor and Director of Dance

Educational History: M.A. Columbia University
Ed.D. Temple University

Languages: Bengali(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Morechika, season of mirage, Third in the quartet on women and violence. Anticipated premiere in September 2012 at the Southern Theater.

“Afterword: A Critical Perspective” (in) Brenda Dixon Gottschild, Joan Myers Brown and the Audacious Hope of a Black Ballerina: A Biohistory of American Performance, Palgrave McMillan (Dec 2011), New York.

“In search of the choreographies of daily life and struggle.” *South Asian Popular Culture*, 8:1 (April 2010), pp. 5-15.

Courses:

DNCE 3311 Contemporary Indian Dance 1	DNCE 4443 Theorizing Dance Bodies
DNCE 3312 Contemporary Indian Dance 2	DNCE 5493 Choreographing Social Justice
DNCE 3402W Dance History 2	

Research and Teaching Specialties

Choreography and performance	Contemporary dance of Asia and Africa
Choreography and social justice	Performance in global contexts
Politics of cultural production	Theorizing dancing bodies

Dissertations and Theses Supervised:

Distinctions:

Guggenheim Artist Fellowship for Choreography, 2011-12

Arthur Chen	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Architecture

Tenure Status: Associate Professor

Educational History: Ph.D. Georgia Institute of Technology
M.Arch. North Carolina State University
B.Arch. Tamkang University, Taiwan

Languages: Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

ARCH 4674 World Heritage Conservation

Research and Teaching Specialties:

Heritage conservation and urbanism	Representation and Theory
Architectural thinking, making, drawing	

Dissertations and Theses Supervised:

Distinctions:

Director, Center for World Heritage Studies
Advisor to the World Heritage Center of UNESCO

Kathleen Collins	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science

Tenure Status: Associate Professor

Educational History: Ph.D. Stanford University, 2000

Languages Russian (4) Tajik (4)

Overseas Experience: Kyrgyzstan Uzbekistan Research: Yes Teaching: Yes
Azerbaijan Tajikistan

Recent Publications

Collins, K. A. (2018). Corruption, Clientelism, and Clans: The Political Economy of Informal Politics in Central Asia. In R. Hanks (Ed.), Routledge Handbook on Central Asia London, UK: Routledge.

Collins, K. A. (2018). The Transformation of Central Asia’s Post-Soviet Regimes: The Rise of Clan Politics. The Cambridge History of Inner Asia: The Modern Age London: Cambridge University Press.

Courses:

POL 1911 Communism, Islamism, and Democracy in Central Asia POL 3475 Islamist Politics
POL 3474 Russian Politics: From Soviet Empire to Post-Soviet State POL 8608 Government and Politics of Russia

Research and Teaching Specialties

Kyrgyzstan, Uzbekistan, Tajikistan, Azerbaijan Clan politics and informal institutions
democratization/political transition and identity politics Civil and ethnic conflict
Islam and politics Civil society development in Central Asia and the Caucasus

Dissertations and Theses Supervised:

Distinctions:

McKnight Land-Grant Professorship, 2007-2009

Roger Conlon	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: M.B. International Business The George Washington University 1973

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:

MBT 5380 Tax Aspects of International Business I

Research and Teaching Specialties:

US Taxation of multinational corporations Global supply chain operations
Business, Government & Economic Tax Policy

Dissertations and Theses Supervised:

Distinctions:

Cosette Creamer	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science

Tenure Status: Assistant professor

Educational History: Ph.D. Political Science, Harvard University, 2016.
J.D. Harvard Law School, 2010.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
The Dynamic Impact of Periodic Review on Women’s Rights, 81 LAW AND ARTICLES CONTEMPORARY PROBLEMS (forthcoming 2018) (with Beth A. Simmons).
The Job Market for Justice: Screening and Selecting Candidates for the International Court of Justice, 30(4) LEIDEN JOURNAL OF INTERNATIONAL LAW (2017) (with Zuzanna Godzimirska)

Courses:
POL 3810 Topics in International Relations and Foreign Policy
POL 8460 Topics in International Relations

Research and Teaching Specialties:
International law and organization Human rights
International trade International courts

Dissertations and Theses Supervised:
Distinctions:
2017-2018 Minnesota Human Rights Lab Sponsored Project Grant.

Gabriela Currie	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Music

Tenure Status: Associate Professor

Educational History: Ph.D. New York University, 1997
M.A. New York University, 1990

Languages: Spanish(4) French(4) Greek(3)

Overseas Experience: Greece **Research:** Yes **Teaching:** Yes

Recent Publications:
Sounds from under the shifting sands: reflections on Kuchean musical culture of the sixth and seventh centuries. In *Crossing borders: musical change and exchange through time* ., edited by Arnd Adje Both and Matthias Stöckli Publications of the ICTM Study Group for Music Archaeology, Vol. 2. Ekho Verlag (forthcoming)
Sing aloud hoarmonious spheres: renaissance conceptions of cosmic harmony., edited by Jacomien Prins and Maude Vanhaelen. New York: Routledge, 2017. Pp. 62-79.

Courses:
MUS 1915 The Color of Music MUS 8644 Seminar: Historical Musicology
MUS 3601W History of Western Music I

Research and Teaching Specialties:
Medieval music theory Music and Culture in Balkan Penninsula
Music iconography Early Ethnographic accounts of Byzantine musical traditons

Dissertations and Theses Supervised:
Distinctions:
University of Minnesota Imagine Fund Award, 2016, 2017

Peter Demerath	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Associate Professor

Educational History: Ed.D. University of Massachusetts
M.A. University of Pennsylvania

Languages

Overseas Experience: Papua New Guinea Research: Yes **Teaching:** Yes

Recent Publications

Demerath, P., & Mattheis, A. (2015). The use of feedback mechanisms in interpreting the robustness of a neoliberal educational assemblage. *Ethnography and Education* , 10(2), 198-214.

Courses:

ANTH/OLPD 5128 Anthropology of Education

Research and Teaching Specialties:

Educational anthropology	School-university partnerships
Comparative study of class culture and education	Research methodology
Urban education	

Dissertations and Theses Supervised: 2

Distinctions:

Ohio State University College of Education Distinguished Teaching Award (2005)

Kate Derickson	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Geography, Environment and Society

Tenure Status: Associate Professor

Educational History: PhD Geography and Women's Studies, Penn State, 2011.
MA Community Development and Planning, Clark University, 2005.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Wright, R, Goldfischer, E, Mallory, A and Derickson KD (forthcoming). The spatial technologies of racialized knowing: on visibility, measurement and the law. *Geographies of Power*, Coleman, M and Agnew J eds.,
Derickson, Kate Driscoll (2017). *Urban Geography III: Anthropocene Urbanism*. *Progress in Human Geography*

Courses:

GEOG 1301W Our Globalizing World

Research and Teaching Specialties:

Urban Studies	Social Thought and Political Economy
Geography and Women's Studies,	

Dissertations and Theses Supervised: 3

Distinctions:

McKnight Land-Grant Professorship, University of Minnesota, 2015 - 2017

Teaching Time Spent on Subject Matter
Tracy Deutsch 50%

Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. University of Wisconsin, Madison, 2001.
M.A. New York University, 1993.
B.A. University of Chicago, 1990.

Languages French(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
"Food and Labor History," in The Oxford Handbook of Food History. New York: Oxford University Press, 2012
Memories of Mothers in the Kitchen: Local Foods, History, and Women's Work," Radical History Review, April, 2011

Courses:
HIST 3415 Migrations in Modern Global History HIST 3417 Food in History

Research and Teaching Specialties:
Women and consumer culture 20th-century political economy

Dissertations and Theses Supervised:

Distinctions:
Research Fellow, Institute for Advanced Study, University of Minnesota, Spring 2012
Residential faculty fellow at the IAS, 2012

Teaching Time Spent on Subject Matter
Audrey Dorélien 100%

Departmental Home: Humphrey School of Public Affairs

Tenure Status: Assistant Professor

Educational History: Ph.D. Public Affairs, Princeton University, 2012

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Audrey M. Dorélien. 2016. "Birth seasonality in sub-Saharan Africa." *Demographic Research* 34(27), 761-796
Audrey M. Dorélien. 2015. "Effect of birth month on child health and survival in sub-Saharan Africa." *Biodemography and Social Biology* 61(2), 209-230.

Courses:
PA 8461 Global and U.S. Perspectives on Health and Mortality

Research and Teaching Specialties:
Demography Public Health
International development Sub-Saharan Africa

Dissertations and Theses Supervised: 2

Distinctions:
2017 Minnesota Population Center Proposal Development Mentorship Grant.
2015-2016 Demography and Population Health Training and Research Project Supplement Grant

Yingling Fan	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Associate Professor

Educational History: Ph.D. City and Regional Planning, University of North Carolina at Chapel Hill (2007)

Languages

Overseas Experience: China **Research:** Yes **Teaching:** Yes

Recent Publications

Zhu, J., & Fan, Y. (2018). Commute happiness in Xi'an, China: Effects of commute mode, duration, and frequency. *Travel Behaviour and Society*, 11, 43-51.

Qi, Y., Fan, Y., Sun, T., & Hu, L. . I. (2018). Decade-long changes in spatial mismatch in Beijing, China: Are disadvantaged populations better or worse off? *Environment and Planning*

Courses:

PA 5880 Exploring Global Cities

Research and Teaching Specialties:

Income inequality and poverty	Sustainable development
Land use planning	Transportation planning

Dissertations and Theses Supervised: 2

Distinctions:

2014 Richard P. Braun Distinguished Service Award, Center for Transportation Studies, University of Minnesota
 2012-2014, McKnight Land-Grant Professorship Award, University of Minnesota

Robert Ferguson	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Architecture

Tenure Status: Adjunct Assistant Professor

Educational History: PhD History and philosophy of architecture, University of Cambridge, 2011
 MPhil History and philosophy of architecture, University of Cambridge, 1990

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

ARCH 3411V Architectural History to 1750	ARCH 3412H Honors: Architectural History Since 1750
ARCH 3411W Architectural History to 1750	ARCH 4425 Baroque Architecture
ARCH 3412 Architectural History Since 1750	ARCH 4431 Eighteenth-Century Architecture

Research and Teaching Specialties:

History and philosophy of architecture and art	Church, city, and garden in English and continental baroque
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Dissertations and Theses Supervised:

Distinctions:

Thomas Fisher	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Architecture

Tenure Status: Professor

Educational History: Case Western Reserve University-Masters of Arts, Intellectual History

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Designing our Way to a better World", University of Minnesota Press, 2016
 "Designing to Avoid Disaster: The Nature of Fracture-Critical Design", Routledge, 2013

Courses:

ARCH 5711 Theory and Principles of Urban Design
 GCC 3005/5005 Grand Challenge: Global Venture Design - What Impact Will You Make?

Research and Teaching Specialties:

Urban Design	Theory
Ethics	Criticism

Dissertations and Theses Supervised: 2

Distinctions:

Minnesota Magazine and Publishing Association: Best Feature (2010), Best Regular Column (2010)

M.J. Fitzgerald	Teaching Time Spent on Subject Matter 50%
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Departmental Home: English

Tenure Status: Associate Professor

Educational History: M.Phil. York University, 1978

Languages Italian(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Drifts of Chance: Fitzgerald, M., Literary Imagination, 2014.

Courses:

ENGL 1701 Modern Fiction
 ENGL 1701H Honors: Modern Fiction
 ENGL 3350 Women Writers

Research and Teaching Specialties:

World literatures	Creative writing
Italian twentieth century literature	Modern and contemporary European writing

Dissertations and Theses Supervised:

Distinctions:

2014 Hawkins Professorship, 2nd place.
 2012 Imagine Fund Grant

Clayton Forester	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Accounting

Tenure Status: Senior Lecturer

Educational History: Ph.D., Accounting and Finance, University of Iowa, 2007

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

CSOM 5310 International Accounting
IBUS 3002 Managerial Accounting in Argentina and Chile

Research and Teaching Specialties:

International finance
International accounting

Dissertations and Theses Supervised:

Distinctions:

John Freeman	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Political Science

Tenure Status: Professor

Educational History: Ph.D. University of Minnesota, 1978
B.A. Macalester College, 1972

Languages

Overseas Experience: China **Research:** Yes **Teaching:** Yes
Taiwan

Recent Publications:

“Progress in the Study of Nonstationary Time Series? A Comment.” Forthcoming Political Analysis (forthcoming)
Time Series Analysis for Social Scientists (with Janet Box-Steffensmeier, Matthew Hitt and Jon Pevehouse) Cambridge University Press, 2014.

Courses:

POL 4322/5322 Rethinking the Welfare State POL 8406 Politics of International Finance
POL 4481 Government and Markets

Research and Teaching Specialties:

Political economy Methodology
International relations

Dissertations and Theses Supervised:

Distinctions:

Life Time Achievement Award, Political Methodology Section, American Political Science Association, 2014
Outstanding Reviewer Award, Political Analysis, 2014

Barbara Frey	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Global Studies
Tenure Status: Senior Lecturer, Director, Human Rights Program

Educational History: BA University of Notre Dame
 JD University of Wisconsin, Law School

Languages Spanish(3)
Overseas Experience: Mexico **Research:** Yes **Teaching:** Yes

Recent Publications
Filling the Migrant Rights Gap: Localized Protections of International Economic and Social Rights: Frey, Barbara, Ana Melisa Pardo, Taylor & Francis, Public Integrity, 19 136-50, 2017.
Uneven Ground: Asymmetries of Power in Human Rights Advocacy in Mexico: Frey, Barbara, Palgrave-MacMillan, The Social Practice of Human Rights, 2015.

Courses:
 GLOS 3401W International Human Rights Law GLOS 5403 Human Rights Advocacy
 GLOS 3402 Human Rights Internship LAW 6058 Human Rights Advocacy

Research and Teaching Specialties
 Human rights Refugee law
 Humanitarian aid Small arms proliferation

Dissertations and Theses Supervised:
Distinctions
 Eclipse Award, Center for Victims of Torture, 2015
 Fulbright-Garcia Robles Teaching and Research Award, 2013

Gerald Fry	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Organizational Leadership, Policy and Development
Tenure Status: Professor & Coordinator of International Development Education Program

Educational History: Ph.D. Stanford University
 M.P.A. Princeton University

Languages
Overseas Experience: Thailand **Research:** Yes **Teaching:** Yes
 Malaysia

Recent Publications
 Fry, G. W. (2014). A comedy of errors: A critical analysis of the political drama in Thailand. *Harvard International Review*, 35(4), 29-31.
 Fry, G. W. (2013). Malaysia: Leapfrogging into the Future. *The Nation*, 15.

Courses:
 OLPD 5048 Cross-Cultural Perspectives on Leadership
 OLPD 5124 Critical Issues in International Education and Educational Exchange

Research and Teaching Specialties:
 Education Reform in Thailand and Southeast Asia Impact of Study Abroad
 Reducing Educational Inequalities Cross-Cultural Communication
 Internationalization

Dissertations and Theses Supervised: 2

Distinctions:
 2009 Award for Global Engagement

Keya Ganguly	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Cultural Studies and Comparative Literature

Tenure Status: Associate Professor

Educational History: Ph.D. University of Illinois, Urbana-Champaign, 1990
M.A. University of Pennsylvania, 1985
B.A. Temple University, 1983
B.A. Lady Shri Ram College, 1979

Languages

Overseas Experience: India **Research:** Yes **Teaching:** Yes

Recent Publications
Nostalgia for the Future: The Bombay 'Social Film' and Progressive Indian Thought (in progress).

Courses:
CSCL 3115 Cinema and Ideology CSCL 5401 Origins of Cultural Studies
CSCL 5305 Vision and Visuality: An Intellectual History

Research and Teaching Specialties
Cultural materialism Postcolonial theory and criticism
South Asian film and culture

Dissertations and Theses Supervised: 4

Distinctions:
"Imagine" Fund, University of Minnesota, 2010-12

Cindy García	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Theatre Arts and Dance

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, Los Angeles, 2005
M.A. University of California, Los Angeles, 2001
B.A. University of Colorado, 1991

Languages: Spanish

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:
García, C. (2013). The great migration: Los Angeles salsa speculations and the performance of latinidad. *Dance Research Journal*, 45(3), 125-136.

Courses:
DNCE 1914 Latinx Moves: The Politics of Salsa, Race, and Migration TH 5178 History and Theory of Performance Conventions
DNCE 1401 Introduction to Dance

Research and Teaching Specialties:

Dissertations and Theses Supervised: 1

Distinctions:
Ford Foundation Post-Doctoral Fellowship Program, 2010 - 2011

Robert Gardner	Teaching Time Spent on Subject Matter 25%
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Departmental Home: History of Science, Technology and Medicine

Tenure Status: Assistant Professor

Educational History: PhD Montana State University

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Trees as Technology: Planting Shelterbelts on the Great Plains." *History and Technology* 25 (December 2009): 325-341.

Courses:

HSCI 3401 Ethics in Science and Technology

Research and Teaching Specialties:

Environmental history	Ecological restoration
History of technology	Ecological engineering
History of forestry	

Dissertations and Theses Supervised: 1

Distinctions:

Claudia Giannini	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist

Educational History: MA Hispanic Linguistics, University of Minnesota, 1996
BA Translation and Interpreting, Universidad Central de Venezuela, 1989

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

TRIN 3001 Introduction to Translation
TRIN 3002 Intermediate Translation
TRIN 3005 Principles of Translation

Research and Teaching Specialties:

Principles of Translation

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between; align-items: center;"> Vinay Gidwani 50% </div>

Departmental Home: Geography, Institute for Global Studies

Tenure Status: Professor, Director of Center for Asian Studies

Educational History: Ph.D. University of California at Berkeley

Languages Hindi(4), Gujurati(4)

Overseas Experience: India **Research:** Yes **Teaching:** Yes

Recent Publications

Gidwani, V., & Maringanti, A. (2016). The waste-value dialectic: Lumpen urbanization in contemporary India. *Comparative Studies of South Asia, Africa and the Middle East*, 36(1), 112-133.

Sheppard, E., Gidwani, V., Goldman, M., Leitner, H., Roy, A., & Maringanti, A. (2015). Introduction: Urban revolutions in the age of global urbanism. *Urban Studies*, 52(11), 1941-1961.

Courses;

GEOG 3212 Producing India GEOG 8214 South Asia
 GEOG 3331/GLOS 3231 Geography of the World Economy GEOG 8336 Development Theory and the State

Dissertations and Theses Supervised:

Research and Teaching Specialties Post-socialism and justice, Labor geographies, Marxism, Identity politics and subaltern movements

Distinctions:

2016-2017 National Science Foundation Grant, National Law and Local Economy: India's changing electronics recycling sector

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between; align-items: center;"> Njeri Githire 100% </div>

Departmental Home: African American and African Studies

Tenure Status: Associate Professor

Educational History: Ph.D. The Pennsylvania State University, 1993
 D.E.A, Université de Paris XII—Val de Marne, France
 Maîtrise ès lettres, Université de Paris III—Sorbonne Nouvelle, France
 Licence ès lettres, Université de Nantes, France

Languages French(4), Spanish(3), Portuguese(3), Kikuyu(3), Kiswahili(3), Mauritian Creole(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Githire, N. (2014). Cannibal writes: Eating others in *Caribbean and Indian ocean women's writings*. University of Illinois Press

Githire, N. R. (2011). The Female Pioneer in Monique Agénor's *L'Aïeule de l'isle Bourbon*. *The French Review*, 84, 36-48.

Courses:

AFRO 1023W Introduction to African World Literature AFRO 3654 African Cinema
 AFRO 3601W African Literature AFRO 8910 Topics in Studies of Africa and the African Diaspora
 AFRO 3625W Women Writers of Africa and the Diaspora

Research and Teaching Specialties

Literature of the African Diaspora Postcolonial Theory and Criticism
 Women's writing Francophone studies
 Feminist Theory African Cinema

Dissertations and Theses Supervised:

Distinctions

2016-17 Talle Research Award

Paul Glewwe	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Applied Economics
Tenure Status: Professor; Distinguished McKnight University Professor

Educational History: Ph.D. Economics, Stanford University, 1985

Languages

Overseas Experience: Thailand **Research:** Yes **Teaching:** Yes
China

Recent Publications

Wongmonta, S., & Glewwe, P. (2017). An analysis of gender differences in household education expenditure: the case of Thailand. *Education Economics*, 25(2), 183-204.
Glewwe, P., Huang, Q., & Park, A. (2017). Cognitive skills, noncognitive skills, and school-to-work transitions in rural China. *Journal of Economic Behavior and Organization*, 134, 141-164

Courses:

APEC 8703 Trade and Development III

Research and Teaching Specialties:

Development and Growth Poverty and Welfare
Economics of Public Services

Dissertations and Theses Supervised: 2

Distinctions:

Outstanding Contributions to Postbaccalaureate, Graduate and Professional Education Award, University of Minnesota. 2015.

Michael Goldman	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Institute for Global Studies, Sociology

Tenure Status: Associate Professor of Global Studies and Sociology

Educational History: Ph.D.: University of California, Santa Cruz, CA, 1994.
MA: Sociology, University of California at Santa Cruz, Santa Cruz, CA, 1990.
B.S: History and Journalism, Northwestern University, Evanston, IL, 1982.

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"With the Declining Significance of Labor, Who is Building our Global Cities?" 2015. *International Labor and Working-Class History* (87): 137-164.
"Development and the City." 2014. Pp 54-65 in *Cities of the Global South Reader*, eds F. Miraftab and N. Kudva. Routledge.
Speculative Urbanism and the Making of the next World City." 2011. *International Journal of Urban and Regional Research*

Courses:

Soc 3417 - Global Institutions of Power: WB, IMT, WTO	GLOS 3145 - Theoretical Approaches to Global Studies
Soc 4090 - Social Change and the Global City	GLOS 3900 - Ways of Knowing
Soc 8090 - Topics: Finance, Space, and Power	
Soc 8290 - Topics: Global Cities	

Research and Teaching Specialties:

Transnational Sociology of Development, Environment, Financial Institutions, Knowledge/Power, Expertise, Land Politics, and Global Urbanisms/Cities

Dissertations and Theses Supervised: 8

Distinctions:

The Dr. V.K.R.V. Rao Chair Professor at the Institute for Social and Economic Change, Bangalore, India
CLA Teaching Award, 2012 - 2013
McKnight Presidential Fellow

Jessica Gordon-Roth	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Philosophy

Tenure Status: Assistant Professor

Educational History: Ph.D. Philosophy, University of Illinois, Chicago, 2012.
M.A. Philosophy, University of Illinois, Chicago, 2008.
B.A. Philosophy, Wheaton College, Norton, MA, 2004.

Languages Latin(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 “Including Early Modern Women Writers in Survey Courses: A Call to Action.” Co-authored with Nancy Kendrick. *Metaphilosophy*, (Volume 46, no. 3, July 2015).

Courses:
 PHIL 1006W Philosophy and Cultural Diversity PHIL 8090 Seminar: History of Modern Philosophy
 PHIL 5040 Rationalists

Research and Teaching Specialties:
 History of Early Modern Philosophy Epistemology
 Personal Identity Feminist Philosophy

Dissertations and Theses Supervised:
Distinctions:
 Provost support for Oxford Research Stay, January 2016
 CUNY Graduate Center Philosophy Program support for Locke Workshop, Spring 2016

Paul Goren	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Political Science

Tenure Status: Professor

Educational History: Ph.D. University of Pittsburgh, 1998
M.A. University of Pittsburgh, 1994
B.S. Carnegie Mellon University, 1989

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:
 Caitlin M. Jewitt and Paul Goren. 2016. “Ideological Constraint in the Age of Polarization.” *American Politics Research* 44: 81-105.
 Paul Goren. 2013. On Voter Competence. New York: Oxford University Press (275 pages).

Courses:
 POL 5767 Public Opinion and Voting Behavior POL 8308 Proseminar in Political Psychology II
 POL 8302 Public Opinion and Political Behavior POL 8404 International Hierarchy
 POL 8307 Proseminar in Political Psychology I

Research and Teaching Specialties:
 American Politics Probability and Statistics
 Political Psychology

Dissertations and Theses Supervised:
Distinctions:
 Department of Political Science, MacMillan Travel Grant, 2016

Teresa Gowan	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Sociology

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, Berkeley, 2003
B.A. University of Manchester, 1991

Languages: French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Slocum, Rachel, and Teresa Gowan. “Les Économies Alternatives Dans Les Corbières et La Haute Vallée de l’Aude: Vers Le Travail Non Aliéné et L’approvisionnement Communautaire.” *Journal of Political Ecology* 22 (2015): 116–45.

Gowan, Teresa. 2013. “Thinking Neoliberalism, Gender, Justice.” *The Scholar & Feminist Online*. Special Issue on “Gender, Justice, and Neoliberal Transformations” edited by Elizabeth Bernstein and Janet R. Jakobsen. (11.1-11.2)

Courses:

SOC 3415 Consume This! The Sociology and Politics of Consumption

Research and Teaching Specialties:

Urban Sociology	Deviance
Ethnography	Social Control

Dissertations and Theses Supervised:

Distinctions:

Imagine Award, Fall 2013

Kathryn Grace	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Department of Geography, Environment and Society

Tenure Status: Assistant Professor

Educational History: Ph.D. University of California, Santa Barbara, 2008
M.A. University of California, Santa Barbara 2006

Languages

Overseas Experience: Burkina Faso **Research:** Yes **Teaching:** Yes
Ethiopia

Recent Publications

F. Davenport, K. Grace, C. Funk, S. Shukla. 2017. The future of infant health and mortality in sub-Saharan Africa: evaluating the relative importance of changes in socio-economics versus climate. *Global Environmental Change*, In Press

Courses:

GEOG 3411W Geography of Health and Health Care

Research and Teaching Specialties:

Food insecurity	Climate change
Children’s health and women’s health	West and East Africa

Dissertations and Theses Supervised:

Distinctions:

Institut National d’Etudes Demographiques (INED) Visiting Researcher Fellowship, 2015

Jennifer Green	Teaching Time Spent on Subject Matter
	25%

Departmental Home: School of Law

Tenure Status: Professor

Educational History: J.D. Harvard Law School, 1991

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

International Human Rights Litigation in U.S. Courts (Martinus Nijhoff, 2d ed., 2008) with Beth Stephens, Judith Chomsky, Paul Hoffman & Michael Ratner

Courses:

LAW 6637 Business and Human Rights
 LAW 7400 CL: Human Rights Litigation and International Legal Advocacy
 LAW 7401 CL: Human Rights Litigation and International Legal Advocacy Directors

Research and Teaching Specialties:

International and international human rights law
 Litigation in U.S. courts and the international legal systems

Dissertations and Theses Supervised: 1

Distinctions:

Associate Clinical Professor of Law

Daniel Griffin	Teaching Time Spent on Subject Matter
	25%

Departmental Home: Geography, Environment and Society

Tenure Status: Assistant Professor

Educational History: Postdoctorate: Geology & Geophysics, Woods Hole Oceanographic Institution
 Ph.D. Geography, University of Arizona

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Ackerman, D., Griffin, D., Hobbie, S. E., & Finlay, J. C. (2017). Arctic shrub growth trajectories differ across soil moisture levels. *Global Change Biology*, 23(10), 4294-4302. DOI: 10.1111/gcb.13677

Courses:

GEOG 1403H Honors: Biogeography of the Global Garden

Research and Teaching Specialties:

Climate variability and change Natural resources management
 Paleoenvironmental dynamics Dendrochronology

Dissertations and Theses Supervised: 3

Distinctions:

NOAA Climate and Global Change Postdoctoral Fellowship

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between;"> Serra Hakyemez 50% </div>

Departmental Home: Anthropology, Global Studies

Tenure Status: Assistant Professor

Educational History: Ph.D. : Cultural Anthropology, Johns Hopkins University, Baltimore, MD, 2016.
MA: Sociology and Anthropology, Central European University, Hungary, 2008.

Languages Hungarian(4), Turkish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 (2017). Margins of the Archive: Torture, Heroism, and the Ordinary in Prison No. 5, Turkey. *Anthropological Quarterly*, 90, 107-138.
 (2017). The Seals of the Constitutional Referendum in Turkey. *Political and Legal Anthropology Review*.
 (2017). Turkey's Failed Peace Process with the Kurds: A Different Explanation. *Middle East Brief*, pp 1-9

Courses:
 ANTH 3021W/5021W Anthropology of the Middle East Turkey

Research and Teaching Specialties:

Political-legal anthropology	Political violence	"War on terror"
Social theory	Middle East	Courtroom ethnography
Human rights		Kurdish freedom movement

Dissertations and Theses Supervised:

Distinctions:
 American Council of Learned Societies Fellowship, 2015 - 2016
 National Science Foundation Dissertation Fieldwork Grant, 2013 - 2014

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between;"> Carol Hakim 75% </div>

Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. Oxford University, U.K., 1998

Languages Arabic(4), French(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
The Origins of the Lebanese National Idea (University of California Press, 2012).

Courses:
 ALL 3883 The Ottoman Empire HIST 3509 Approaches to the Study of the Middle East
 HIST 3505 Survey of the Modern Middle East HIST 5547 Empire and Nations in the Middle East
 HIST 3507 History of Modern Egypt

Research and Teaching Specialties
 Nationalism and intellectual history
 Political and economic development of the Arab world in the late 19th- and 20th-centuries
 State formation, state-society relations, and authoritarianism in the Arab world

Dissertations and Theses Supervised:

Distinctions:
 Research Fellowship, Institute for the Transregional Study of the Contemporary Middle East, North Africa and Central Asia, Princeton University, Fall 2011 - Spring 2012

Kyle Herkenhoff	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Economics
Tenure Status: Assistant Professor

Educational History: Ph.D. Economics, University of California-Los Angeles, 2014.

Languages: Portuguese(3), French(3)

Overseas Experience: Indonesia **Research:** Yes **Teaching:** Yes

Recent Publications
Tarnishing the Golden and Empire States: Land-Use Regulations and the U.S. Economic Slowdown: Herkenhoff, Kyle, Ohanian, Prescott, *Journal of Monetary Economics*, 2017
 Labor Market Dysfunction during the Great Recession: Herkenhoff, Kyle, Lee E. Ohanian, *Cato Papers on Public Policy*, Volume 1, 2011.

Courses:
 ECON 4538 Advanced Labor Economics

Research and Teaching Specialties:
 Macroeconomics Consumer finance
 Empirical macroeconomics Real estate economics

Dissertations and Theses Supervised:

Distinctions:
 Heller Hurwicz Institute Grant, 2017 - 2018
 Heller Hurwicz Institute Grant, 2016 - 2017

Lisa Hilbink	Teaching Time Spent on Subject Matter 25%
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Tenure Status: Professor

Educational History: Ph.D. University of California, San Diego, 1999
 M.A. University of California, San Diego, 1993
 B.A. University of Wisconsin, Madison, 1988

Languages: Spanish(4), Quechua(4), French(3), Portuguese(3), Mandarin Chinese(2)

Overseas Experience: Chile **Research:** Yes **Teaching:** Yes
 Colombia
 Mexico

Recent Publications
 Ferrán, O., & Hilbink, L. (2016). Introduction: Legacies of violence in contemporary Spain. In *Legacies of Violence in Contemporary Spain: Exhuming the Past, Understanding the Present* (pp. 1-22). Taylor and Francis.
 Hilbink, L. (2016). When you wish upon a star: Baltasar garzón and the frustration of legal accountability for franco-era crimes. In *Legacies of Violence in Contemporary Spain: Exhuming the Past, Understanding the Present* (pp. 199-222). Taylor and Francis.

Courses:
 POLI 3479 Latin American Politics POL 4492 Law and (In)Justice in Latin America
 POL 4403W Constitutions, Democracy, and Rights POL 8619 Latin American Politics

Research and Teaching Specialties
 Civil law tradition Latin America
 Rule of Law

Dissertations and Theses Supervised:

Distinctions:
 Herbert Jacob Book Prize, Law and Society Association, 2008, for Judges beyond Politics in Democracy and Dictatorship

Teaching Time Spent on Subject Matter
Karen Ho 25%

Departmental Home: Anthropology

Tenure Status: Associate Professor

Educational History: Ph.D. Princeton University, 2003
M.A. Princeton University, 1996
M.A. Stanford University, 1994
B.A. Stanford University, 1993

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
2012. "'Studying Up' Wall Street: Reflections on Theory and Methodology." In *Researching Amongst Elites: Challenges and Opportunities in Studying Up*. Aguiar, Luis, and Christopher Schneider, eds. London: Ashgate Press.

Courses:
ANTH 8203 Research Methods in Social and Cultural Anthropology

Research and Teaching Specialties
Anthropology of finance Work, corporations, postindustrialism Feminist Studies

Dissertations and Theses Supervised:

Distinctions:
Sabbatical Supplement Award, College of Liberal Arts, University of Minnesota (2011-2012)

Teaching Time Spent on Subject Matter
Sarah Holtman 25%

Departmental Home: Philosophy

Tenure Status: Associate Professor

Educational History: Ph.D. University of North Carolina, Chapel Hill, 1995
M.A. University of North Carolina, Chapel Hill, 1991
M.A. University of Virginia, 1986
J.D. University of Virginia, 1985
B.A. College of William and Mary. 1982

Languages German(4), French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Beneficence and Disability : Holtman, Sarah, Adam Cureton and Thomas E. Hill, Jr, eds, Oxford University Press, Disability in Practice: Attitudes, Policies and Relationships, (forthcoming).
Kant & Moral Responsibility for Ebola Orphans : Holtman, Sarah, Guillaume A.W. Attia, Editor-in-Chief, The Critique, The Bright Continent: Illuminating the Challenges, Opportunities & Promises of a Rising Africa, 2016

Courses:
PHIL 1004W Introduction to Political Philosophy PHIL 8420 Seminar: Political Philosophy

Research and Teaching Specialties
Moral Philosophy Kant's Practical Philosophy
Philosophy of Law

Dissertations and Theses Supervised:

Distinctions
Dolan Chair in Philosophy, University of Minnesota, Twin Cities, Summer 2010-Summer 2011

Teaching Time Spent on Subject Matter
Scott Homler 100%

Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist; Director

Educational History: Ph.D. Translating and Interpreting, University of Minnesota

Languages: French(4)

Overseas Experience: Morocco **Research:** Yes **Teaching:** Yes
 Martinique

Recent Publications

Courses:

Research and Teaching Specialties:
 Legal interpretation

Dissertations and Theses Supervised:

Distinctions:
 Director of the Program on Translation and Interpreting at the University of Minnesota

Teaching Time Spent on Subject Matter
Michael Houston 50%

Departmental Home: Carlson School of Management

Tenure Status: Professor, Ecolab-Pierson M. Grieve Chair in International Marketing
 Associate Dean, International programs

Educational History: Ph.D. University of Illinois
 M.S. University of Illinois

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 Serves or has served on editorial boards of the Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research, Journal of Consumer Psychology, International Journal of Research in Marketing and the Asian Journal of Marketing. Ng, Sharon, Michael J. Houston, and Rohini Ahluwalia, "Culture and Branding," in Lee, A. and S. Ng, Handbook of Culture and Consumer Behavior.

Courses:

Research and Teaching Specialties:
 Branding, Consumer Behavior, Cultural effects in marketing, Global marketing and branding

Dissertations and Theses Supervised: 10

Distinctions:
 University of Minnesota Global Engagement Award 2012, Identified as One of Top Academic Market Researchers for Past 20 years

Jisu Huh	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Journalism and Mass Communication
Tenure Status: Professor

Educational History: Ph.D. Mass Communication, University of Georgia, 2003
M.A. Mass Communication, University of Georgia, 2000
B.A. Mass Communication, Korea University, Seoul, Korea, 1994

Languages: Korean(4)

Overseas Experience: South Korea **Research:** Yes **Teaching:** Yes

Recent Publications

Ray, Atanu, Jisu Huh, Alexander Pfeuffer, and Jaideep Srivastava (2017), "Development of Trust Scores in Social Media (TSM) Algorithm and Application to Advertising Practice and Research," *Journal of Advertising*, 46(2), 269-282.
Im, Heewon and Jisu Huh (2017), "Does Health Information in Mass Media Help or Hurt Patients? Investigation of Potential Negative Influence of Mass Media Health Information on Patients' Beliefs and Medication Regimen Adherence," *Journal of Health Communication*, published online on February 14, 2017, DOI: 10.1080/10810730.2016.1261970.

Courses:

JOUR 4272 Interactive Advertising

Research and Teaching Specialties:

Advertising effects	Trust and skepticism of advertising
Interactive/digital/social advertising	DTC pharmaceutical and medical device advertising
Big data / computational advertising research	

Dissertations and Theses Supervised: 6

Distinctions:

President, American Academy of Advertising, 2016
International Journal of Advertising 2016 Best Reviewer Award

Allen Isaacman	Teaching Time Spent on Subject Matter 100%
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Departmental Home: History
Tenure Status: Professor

Educational History: Ph.D. University of Wisconsin, 1970
M.A. University of Wisconsin, 1966
B.A. City College of New York, 1964

Languages: Portuguese(4)

Overseas Experience: South Africa **Research:** Yes **Teaching:** Yes
Mozambique

Recent Publications

"Cahora Bassa: Extending South Africa's Tentaacles of Empire", *Journal of Southern Africa Studies*, (forthcoming)
Dams, Displacement, and the Delusion of Development: Cahora Bassa and Its Legacies in Mozambique, 1965-2007 (Ohio University Press, 2013)

Courses:

HIST 3432 Modern Africa in a Changing World	HIST 5920 Topics in African History
HIST 3436 Contemporary African Conflicts	

Research and Teaching Specialties:

Agrarian change	Slavery and maroon communities
Central and Southern Africa	Social history of Mozambique

Dissertations and Theses Supervised:

Distinctions:

American Academy of Arts and Sciences 2015
African Studies Association Herkovits Award for most distinguished book 2013
African Studies Association, Distinguished Africanist Award, 2013

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between;"> Christopher Isett 50% </div>

Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. University of California, Los Angeles, 1998
M.A. University of Michigan, Ann Arbor, 1989
B.A. University of Michigan, Ann Arbor, 1985

Languages Chinese(4), Japanese(4), French(4)

Overseas Experience: China **Research:** Yes **Teaching:** Yes
Taiwan

Recent Publications
The Social History of Agriculture: From the Origins to the Present Crisis. Isett, Christopher, Stephen Miller, Rowman & Littlefield, Author, 2016.
The Taiwanese Way: Isett, Christopher, Jacobin.

Courses:

HIST 1015W Globalization: Issues and Challenges	HIST 5468 Social Change in Modern China
HIST 3283/5283 Marx, Capital, and History	HIST 5469 Historiographies of China, 1000 - 1700
HIST 3363 Global History of the Cold War	HIST 5479 History of Chinese Cities and Urban Life
HIST 3413 War in History	HSIT 5633 Socio-Economic History of China
HIST 3419 History of Capitalism	HIST 5964 Comparative Economic History
HIST 3478 Tiger and Dragons	HIST 8464 Research in Yuan, Ming, and Qing History

Research and Teaching Specialties:
The Political Economies of Post-War East Asia Marxism
The History of Global Capitalism Comparative Economic History

Dissertations and Theses Supervised:

Distinctions:
National Science Foundation, 2011-2014
London School of Economics, Erasmus Mundus Fellowship of the EU, 2013

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between;"> Qadri Ismail 50% </div>

Departmental Home: English

Tenure Status: Professor

Educational History: Ph.D. Columbia University, 1998
M.A. Columbia University, 1992
B.A. University of Peradeniya, Sri Lanka, 1984

Languages Tamil(4)

Overseas Experience: Sri Lanka **Research:** Yes **Teaching:** Yes
India

Recent Publications
Culture and Eurocentrism. (London: Rowman and Littlefield International, Disruptions Series, 2015.)
"Sanjeeva Kumara's 'Uncanny' Elephants." *Artra, No 19*, August/September 2015. Invited.

Courses:
ENGL 8400 Seminar in Post-Colonial Literature, Culture, and Theory

Research and Teaching Specialties:
Democracy Gender/sexuality The enlightenment

Dissertations and Theses Supervised: 1

Distinctions:
Imagine Fund, 2010, 2011, 2015

Zenzele Isoke	Teaching Time Spent on Subject Matter 100%
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Departmental Home: African American and African Studies; Gender, Women and Sexuality Studies
Tenure Status: Associate Professor

Educational History: Ph.D. Women's and Gender Studies, Rutgers University, New Brunswick.
M.A./Doctoral Candidate: Political Science, University of Michigan, Ann Arbor.
B.A. Political Science, Clark Atlanta University, Atlanta, GA.

Languages

Overseas Experience: Dubai **Research:** Yes **Teaching:** Yes

Recent Publications

“Black Ethnography, Black(Female)Aesthetics: Archiving Black Political Life” invited essay for *Theory and Event: Special Issue on Black Feminism and Afro-Pessimism* (Forthcoming 2018).

“Dancing Black Militancies: A Meditation on Performance, Protest and Black Ecological Praxis” (with Naimah Petigny) in *Meditation on Dream: Intersections of Artistic Excellence and Social Justice*. (Forthcoming, University of Washington Press, 2017).

Courses:

AFRO 3112 In the Heart of the Beat: the Poetry of Rap GWSS 8108 Genealogies of Feminist Theory
GWSS 4406/5406 Black Feminist Thought in the American & African Diasporas

Research and Teaching Specialties:

Black Femme/Queer of Color Feminism	Black/African Diaspora Studies
Black Feminist Thought	Black Cultural Theory
Urban Ethnography	Black Geographies
Feminist Theory and Methods	

Dissertations and Theses Supervised: 6

Distinctions:

Institute for Equity and Diversity Multicultural Research Award. \$5000 (2015-2016)
Imagine Fund Special Events Grant (with Tia Gardner), Spring 2015 \$10,000 (2015)

Neha Jain	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Law
Tenure Status: Associate Professor

Educational History: B.C.L. and D.Phil. Law, Oxford University

Languages

Overseas Experience: South Africa **Research:** Yes **Teaching:** Yes
Germany

Recent Publications

Radical Dissents in International Criminal Trials, *28 European Journal of International Law* 1163 (2017)
Perpetrators and Accessories in International Criminal Law: Individual Modes of Responsibility for Collective Crimes (Hart, 2014)

Courses:

LAW 6011 International Law: 1L LAW 6648 International Criminal Law
LAW 6071 International Law LAW 6861 International Law Workshop

Research and Teaching Specialties:

Public international law	Comparative law
Criminal law	

Dissertations and Theses Supervised: 1

Distinctions:

McKnight Land-Grant Professor (2016-18)
2015 Brandon Research Fellowship at the Lauterpacht Centre for International Law at Cambridge University

Susan Jones	Teaching Time Spent on Subject Matter 50%
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Departmental Home: History of Science, Technology and Medicine

Tenure Status: Professor

Educational History: Ph.D. History and Sociology of Science, University of Pennsylvania (1997)

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Jones, S. D. (2017). Population Cycles, Disease, and Networks of Ecological Knowledge. *Journal of the History of Biology*, 50(2), 357-391

Courses:

HSCI 1212 Life on Earth: Origins, Evolution & Ecology
HSCI 3244/5244 Nature's History: Science, Humans, and the Environment

Research and Teaching Specialties:

History of biomedical sciences	Historical ecology of disease
History of life sciences	Role of science in mediating human-animal interactions

Dissertations and Theses Supervised: 1

Distinctions:

Guggenheim Foundation Fellowship 2017

Miranda Joseph	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Gender, Women and Sexuality Studies

Tenure Status: Professor and Chair of Department

Educational History: Ph.D. Modern Thought and Literature, Stanford University, 1995

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Community, Collectivity, Affinities," *A Companion to Critical and Cultural Theory*. Edited by Sarah Blacker, Justin Sully, and Imre Szeman (Wiley-Blackwell, 2017)

Courses:

GWSS 3406 Gender, Labor, and Politics	GWSS 8210 Seminar: Feminist Theory & Praxis
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Research and Teaching Specialties:

Gender, Culture and Capitalism	LGBTQ Studies
Queer Theories	

Dissertations and Theses Supervised:

Distinctions:

Winton Chair in the Liberal Arts, University of Minnesota, Spring/Fall 2016

Indira Junghare	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Linguistics

Tenure Status: Professor

Educational History: PhD University of Texas-Austin
MA University of Texas-Austin
BA Nagpur University, India

Languages Marathi (4), Hindi (4), Sanskrit (4), Pali (4), Prakrit (4), Urdu (4), Bengali (4), Gujarathi (4), Russian (4)

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications
"Gender Marking in Hindi and Marathi," In Essays in Indo-European Language and Culture in Historical Perspective, Vol. III, Special issue of General Linguistics 39, ed. Drinka and Salmons, 2003.

Courses:
RELS 5671 Hinduism

Research and Teaching Specialties
South Asian Languages & Linguistics South Asian Cultures
South Asian Literatures South Asian Philosophy & Religions

Dissertations and Theses Supervised:

Distinctions
Screening panel, Fulbright Scholarship Awards for India, Institute of International Education Committee, 2002-04

Mary Jo Kane	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Kinesiology

Tenure Status: Professor

Educational History: Ph.D. University of Illinois, Champaign, IL, summa cum laude, 1985

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Kane, M. J., LaVoi, N. M., & Fink, J. S. (2013). Exploring elite female athletes' interpretations of sport media images: A window into the construction of social identity and "Selling sex" in Women's sports. *Communication & Sport*.

Courses:
KIN 5371 Sport and Society

Research and Teaching Specialties:
Sport sociology Women's athletic leadership
Women's sports

Dissertations and Theses Supervised: 2

Distinctions:
Named One of the 100 Most Influential Sports Educators by the Institute for International Sport, University of Rhode Island, 2016.

David Karjanen	Teaching Time Spent on Subject Matter 25%
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Departmental Home: American Studies

Tenure Status: Assistant Professor

Educational History: Ph.D. University of Michigan
M.A. John Hopkins University
B.A. University of New Hampshire

Languages: Czech, French, Slovak, Spanish

Overseas Experience: Slovakia **Research:** Yes **Teaching:** Yes

Recent Publications:
The limits to quantitative thinking: Engaging economics on the unemployed: Karjanen, David, Jong Bum Kwon and Carrie M. Lane eds, Cornell University Press, Anthropologies of Unemployment: New Perspectives on Work and Its Absence, 34-52, 2016.
Morality, Normativity, and Economic Development in Slovakia: Karjanen, David, Studies of Transition States and Societies, 7(1) 27-38, 2015.

Courses:
 AMST 1012 Migrants, Refugees, Citizens, and Exiles
 AMST 3114 America in International Perspective

Research and Teaching Specialties:

Political economy	Employer-employee relations
Labor markets	Urbanization
Migration	Inequality

Dissertations and Theses Supervised:

Distinctions:
 Editorial Board Member: Anthropology of Work Review, 2016
 Faculty Residential Fellow, Institute of Advanced Study, University of Minnesota

Diana Karwan	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Forest Resources

Tenure Status: Assistant Professor

Educational History: Ph.D. Yale University, School of Forestry & Environmental Studies
2010 M.Phil. Yale University, Graduate School of Arts & Sciences, 2006

Languages:

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 J. E. Pizzuto, J. Keeler, K. Skalak, D.L. Karwan. Storage Filters Upland Suspended Sediment Signals Delivered From Watersheds. Geology. ACCEPTED November 2016.

Courses:
 FNRM 3114/5114 Hydrology and Watershed Management

Research and Teaching Specialties:

Watershed hydrology	Forest hydrology
Critical zone processes	

Dissertations and Theses Supervised:

Distinctions:
 2016-2019 Delaware Watershed Research Fund via William Penn Foundation

Patrick Kehoe	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Economics

Tenure Status: Professor

Educational History: Ph.D. Harvard University, 1986
M.A. McGill University, 1979
B.A. Providence College, 1978

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Kehoe, P. J., & Pastorino, E. (2017). Fiscal unions redux. *Economic Theory*, 64(4), 141-176.
Brinca, P., Chari, V. V., Kehoe, P. J., & McGrattan, E. (2016). Accounting for Business Cycles. In *Handbook of Macroeconomics, 2016* (Vol. 2, pp. 1013-1063). (Handbook of Macroeconomics; Vol. 2). Elsevier B.V..

Courses:

ECON 8404 International Trade and Payments Theory

Research and Teaching Specialties:

Fiscal growth	International finance	International trade
Fiscal policy	Open-economy macroeconomics	Macroeconomic theory

Dissertations and Theses Supervised: 2

Distinctions:

Fellow of the Econometric Society

Timothy Kehoe	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Economics

Tenure Status: Professor

Educational History: Ph.D. Yale University, 1979
M.A. Yale University, 1977
B.A. Providence College, 1975

Languages Spanish(4)

Overseas Experience: Spain **Research:** Yes **Teaching:** Yes
Mexico
Portugal

Recent Publications

“The Macroeconomics of Aging,” volume of *Journal of the Economics of Ageing*, edited with Juan Carlos Conesa, (forthcoming)
“Models of Debt and Debt Crises,” volume of *Economic Theory*, 64, edited with Cristina Arellano and Herakles Polemarchakis, (2017)

Courses:

ECON 8401 International Trade and Payments Theory ECON 8492 Workshop in Trade and Development
ECON 8491 Workshop in Trade and Development

Research and Teaching Specialties:

Applied general equilibrium modeling	Public finance
Intertemporal general equilibrium theory	Trade theory

Dissertations and Theses Supervised: 15

Distinctions:

Doctor Honoris Causa, Universitat Autònoma de Barcelona, 2016.
Fellowship, John Simon Guggenheim Memorial Foundation, 2015–2016.

Jason Kerwin	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Applied Economics

Tenure Status: Assistant Professor

Educational History: Ph.D. Economics, University of Michigan, 2015
M.A. Economics, University of Michigan, 2011

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Kerwin, J. T., Thornton, R. L., & Foley, S. M. (2014). Prevalence of and Factors Associated with Oral Sex Among Rural and Urban Malawian Men. *International Journal of Sexual Health*, 26(1), 66-77.

Kerwin, J. T., Foley, S. M., Thornton, R. L., Basinga, P., & Chinkhumba, J. (2011). Missing safer sex strategies in HIV prevention: A call for further research. *Etude de la Population Africaine*, 23(2), 280-297.

Courses:
APEC 8704 Trade and Development IV

Research and Teaching Specialties:
Development and Growth Labor Economics
Health Economics Labor markets in sub-Saharan Africa.

Dissertations and Theses Supervised:

Distinctions:
Best Poster Prize, Population Association of America Annual Meeting (2017)
Dorothy S. Thomas Award, Population Association of America (2016)

Don Kilberg	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Forest Resources

Tenure Status: Lecturer

Educational History: M.A. Geographic Information Science and Cartography University of Minnesota, 2011

Languages German(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Economic and Environmental Costs and Benefits of Living Snow Fences: Safety, Mobility, and Transportation Authority Benefits, Farmer Costs, and Carbon Impacts, Report no. MnDOT 2012-03

Courses:
FNRM 3262/5262 Remote Sensing and Geospatial Analysis of Natural Resources and Environment

Research and Teaching Specialties:
Land and minerals Geoprocessing tools
Conservation easements

Dissertations and Theses Supervised:

Distinctions:
2017 CTS Research Partnership Award

William King	Teaching Time Spent on Subject Matter 50%
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Departmental Home: College of Continuing and Professional Studies

Tenure Status: Senior Lecturer

Educational History: M.S. operations and technology management, Illinois Institute of Technology

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:
MM 3001W Manufacturing in the Global Economy

Research and Teaching Specialties:
Manufacturing operations

Dissertations and Theses Supervised:

Distinctions:

Paul Klaas	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Law

Tenure Status: Adjunct Professor

Educational History: J.D. Harvard Law School 1977
A.B. Dartmouth College 1974

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
LAW 6911 International Commercial Arbitration

Research and Teaching Specialties:
International, intellectual property litigation International arbitration

Dissertations and Theses Supervised:

Distinctions:
Chambers USA and/or Chambers Global (Top Ranked “Leading Individual” in Commercial Litigation) 2011-2015
Fellow, Chartered Institute of Arbitrators (London branch)

Katherine Klink	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Geography, Environment and Society

Tenure Status: Associate Professor

Educational History: Ph.D. University of Delaware, 1992
M.S. University of Delaware, 1987
B.S. University of Wisconsin-Milwaukee, 1982

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Klink, K. (2015) Seasonal patterns and trends of fastest 2-min winds at coastal stations in the conterminous USA. *International Journal of Climatology*

Klink, K., J.J. Wiersma, C.J. Crawford,* and D.D. Stuthman (2014) Impacts of temperature and precipitation variability in the Northern Plains of the United States and Canada on the productivity of spring barley and oat. *International Journal of Climatology*

Courses:

GEOG 3401/5401 Geography of Environmental Systems and Global Change
GEOG 8240 Medical Geography

Research and Teaching Specialties:

Climate Dynamics	Environmental Science
Wind Climatology	Quantitative Methods

Dissertations and Theses Supervised:

Distinctions:

Member, Association of American Geographers Nominating Committee (elected). 2014

David Knoke	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Sociology

Tenure Status: Professor

Educational History: Ph.D. University of Michigan, Ann Arbor, 1972
M.S.W. University of Michigan, 1971
M.A. University of Chicago, 1970
B.A. University of Michigan, 1969

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

David Knoke. "Power Networks." In *Palgrave Handbook of Political Elites*, edited by John Higley and Heinrich Best. Basingstoke, UK: Palgrave Macmillan. (forthcoming)

David Knoke. 2015. "Emerging Trends in Social Network Analysis of Terrorism and Counterterrorism." In *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource*, edited by Robert A. Scott and Stephen M. Kosslyn. Hoboken, NJ: John Wiley and Sons

Courses:

SOC 3411W Organizations and Society	SOC 8412 Social Network Analysis: Theory and Methods
SOC 4411/5411 Terrorist Networks and Counterterror Organizations	

Research and Teaching Specialties:

Organizations and work	Economic Sociology	Statistics and Methods
Social Networks	Political Sociology	

Dissertations and Theses Supervised: 4

Distinctions:

"Understanding and Implementing Care Teams" Grant, 2010-2011

Ellen Koski	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Public Health

Tenure Status: Lecturer

Educational History: MPH Public Health, University of Minnesota, 2016

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
PUBH 3040 Dying and Death in Contemporary Society: Implications for Intervention

Research and Teaching Specialties:
HIV/AIDS, alcohol and drug abuse Thanatology

Dissertations and Theses Supervised:

Distinctions:
2016-present Director of Fox Valley Advance Care Planning Partnership

Michel Kouakou	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Theatre Arts and Dance

Tenure Status: Assistant Professor

Educational History: MFA ance, Hollins University, Virginia , 2015

Languages French(4)

Overseas Experience: Chad **Research:** Yes **Teaching:** Yes
Czech Republic
Burkina Faso

Recent Publications

Founder and Artistic director of Daara Dance Company, June 2003 - present

Courses:
DNCE 1353 African Diasporic Movement 3
DNCE 1354 African Diasporic Movement 4

Research and Teaching Specialties:
Choreography Performance
Traditional West African dance Movement deconstruction

Dissertations and Theses Supervised:

Distinctions:
The Jerome Fellowship for research , 2011 - 2012
Vilecek Awards for creative promise, 2011 - 2012

Ronald Krebs	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science
Tenure Status: Professor

Educational History: Ph.D. Columbia University, 2003
M.Phil. Columbia University, 2000
A.B. Princeton University, 1995

Languages Hebrew(4), French(3), German(3)

Overseas Experience: Israel **Research:** Yes **Teaching:** Yes

Recent Publications

Narrative and the Making of US National Security. Cambridge Studies in International Relations. Cambridge: Cambridge University Press, 2015.
“United They Fall: Why the International Community Should Not Promote Military Integration After Civil War.” With Roy Licklider. *International Security* 40:3 (winter 2015/2016): 93-138.

Courses:

POL 4885W International Conflict and Security POL 8402 International Security

Research and Teaching Specialties:

The use of military force Consequences of war and military service
Counterterrorism Rhetoric and foreign policy

Dissertations and Theses Supervised: 1

Distinctions:

Scholar of the College, College of Liberal Arts (2017–2020)
Robert L. Jervis and Paul W. Schroeder Best Book Award in International History and Politics, American Political Science Association (2016)
Giovanni Sartori Book Award, for the best book developing or applying qualitative methods, Qualitative and Multi-Method Research Section, American Political Science Association (2016)

Jean Langford	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Anthropology
Tenure Status: Professor

Educational History: Ph.D. University of Washington, 1998
M.A. University of Washington, 1993
B.A. University of Washington, 1990

Languages

Overseas Experience: India **Research:** Yes **Teaching:** Yes
Laos

Recent Publications

2017 *Avian Bedlam: Toward a Biosemiosis of Troubled Parrots*. Environmental Humanities 9(1): 84-107
2013 *Consoling Ghosts: Stories of Medicine and Mourning from Southeast Asians in Exile*. Minneapolis: University of Minnesota Press.

Courses:

ANTH 3035 Anthropologies of Death ANTH 8120 Problems in Applied Anthropology
ANTH 4075 Cultural Histories of Healing ANTH 8207 Political and Social Anthropology
ANTH 5031W Ethnographies of Science

Research and Teaching Specialties:

Healing practices South and Southeast Asia
Medicine Interspecies relationships

Dissertations and Theses Supervised:

Distinctions:

2016-2017 Institute of Advanced Studies Residential Fellowship, UMN: Animal Bedlam: Troubled Creatures

Teaching Time Spent on Subject Matter
<h2 style="margin: 0;">Rachmi Diyah Larasati</h2> <h3 style="margin: 0;">50%</h3>

Departmental Home: Theatre Arts and Dance

Tenure Status: Associate Professor

Educational History: Ph.D. University of California - Riverside, 2006
M.A. University of California - Los Angeles, 2000

Languages: Indonesian(4)

Overseas Experience: Indonesia **Research:** Yes **Teaching:** Yes

Recent Publications

The Rethinking of Remembering: Who Lays Claim to Speech in the Wake of Catastrophe ?. Larasati, Rachmi Diyah, Editor: Fazil Moradi, Ralph Buchenhorst, Maria Six-Hohenbalken, Roudledge, Author, 2017

From "Che to Guantanamo: Decolonizing the Corporeality of the Displaced" : Larasati, Rachmi Diyah, Rowman & Littlefield International, Kilombo: International Relations and Colonial Questions). 2017

Courses:

DANCE 1315 Flamenco	DNCE 3487W Dance and Citizenship
DNCE 3401W Dance History I	DNCE 3495 Dance and Global Tourism

Research and Teaching Specialties

Memory of Violence & Creative Project in Post Conflict Zone	Genocide/Massacres Cultural Reconstruction
Performing Arts in Global Politics & Culture	Politics of Human Rights and Creative Arts
Dancing Body, Tourism & Female Citizenship	Dancing Body in Islam of Southeast Asia

Dissertations and Theses Supervised:

Distinctions

Grant in Aid, July 1, 2015 - January 15, 2017

Teaching Time Spent on Subject Matter
<h2 style="margin: 0;">Geoffrey Larson</h2> <h3 style="margin: 0;">50%</h3>

Departmental Home: School of Law

Tenure Status: Adjunct Professor

Educational History: J.D. University of Iowa

Languages:

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:

LAW 7075 International Moot Court	LAW 7077 International Moot Court Administrative
LAW 7076 International Moot Court Director	LAW 7078 International Moot Court Competition Team

Research and Teaching Specialties:

Civil Litigation	Litigation, Alternative Dispute Resolution & Advocacy
Human Rights	
International Law	

Dissertations and Theses Supervised:

Distinctions:

2018 International Moot Court and the Philip C. Jessup International Law Moot Court Competition Supervisor

Teaching Time Spent on Subject Matter
Thanh Le 50%

Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: Ph.D. Economics, University of Minnesota, 1994
B.S. Economics, University of Minnesota, 1988

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
FINA 6341 World Economy

Research and Teaching Specialties:
Financial Economics Econometrics
Public Finance Cost Benefit Analysis

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter
Erika Lee 50%

Departmental Home: Global Studies, Immigration History Research Center

Tenure Status: Professor, Director of Immigration History Research Center

Educational History: Ph.D.: History, University of California, Berkeley, Berkeley, California, 1998.
M.A.: History, University of California, Berkeley, Berkeley, California, 1993.

Languages: Mandarin Chinese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
The Making of Asian America: A History. Lee, Erika, Simon & Schuster, Author, 2015.
"Chinese immigrants now largest group of new arrivals to the U.S": Lee, Erika, 2015.

Courses:
CHIC/HIST 3862 American Immigration History

Research and Teaching Specialties:
Migration, Race, and Ethnicity Law and Public Policy
Asian Americans

Dissertations and Theses Supervised:

Distinctions:
2018 Distinguished Historian Award, Society for Historians of the Gilded Age and Progressive Era
2017 College of Liberal Arts Dean's Medal
University of Minnesota Distinguished McKnight Professor , 2016 - to present

Mai Na Lee	Teaching Time Spent on Subject Matter 50%
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Departmental Home: History

Tenure Status: Associate Professor

Educational History: Ph.D. University of Wisconsin-Madison, 2005
M.A. University of Wisconsin-Madison, 2000
B.A. Carleton College, 1994

Languages Hmong(4), Thai (4), French(4)

Overseas Experience: Vietnam **Research:** Yes **Teaching:** Yes
Laos

Recent Publications

The Women of Dragon Capital (Long Cheng): Marriage Alliances and the Rise of Vang Pao : Lee, Mai Na, University of Minnesota Press, Claiming Place: Hmong Women, Power and Knowledge Productions, Forthcoming.
Dreams of the Hmong Kingdom. Lee, Mai Na, University of Wisconsin Press, Author, 2015

Courses:

HIST 3483/ALL 3672 Hmong History Across the Globe HIST 3486 Hmong Refugees from the Secret War
HIST 3485/ALL 3771 History of Southeast Asia HIST 3487 The Vietnam Wars

Research and Teaching Specialties:

Southeast Asia
Southeast Asian American/Hmong communities

Dissertations and Theses Supervised:

Distinctions:

Talle Faculty Award 2015-16

Michael Lee	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Social Work

Tenure Status: Assistant Professor

Educational History: Ph.D. Social Work, University of Minnesota, 2014

Languages

Recent Publications
Fisher, C.M., Lee, M.G., Chung, C-T., Center, B.A. (2014) Adolescent sexual risk-taking: Within- and between-person patterns over time. *Journal of the Society for Social Work and Research* , 5(1), 79-105.

Courses:
SW 8807 International and Comparative Social Welfare Policy

Research and Teaching Specialties:
Human development over the lifespan Social welfare history and policy
GLBT & Social Welfare History HIV/AIDS Prevention

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter
Michelle Lekas 25%

Departmental Home: Cultural Studies and Comparative Literature

Tenure Status: Lecturer

Educational History: Ph.D. University of Minnesota, 2000
M.A. University of Florida, 1987
B.A. University of Illinois, 1982
B.A. University of Illinois, 1980

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"*Writing and Reading...Aloud: notes on the Revision Process*," : Lekas, Michelle, NCTE, English Journal, vol. 99, no. 7 68-80, 2010.

Courses:

SCMC 3001W History of Cinema and Media Culture
CSCL 3212W Documentary Cinema: History and Politics

Research and Teaching Specialties:

Lacanian Psychoanalysis American and British Literature: 1810 to 1990
Film Music: 1912 to present Queer Theory

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter
Malinda Lindquist 75%

Departmental Home: History

Tenure Status: Associate Professor

Educational History:

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Keith Mayes and Malinda Alaine Lindquist, Civil Rights and Black Power: The Struggle for Black Equality in the United States, 1941 to 1975, 2016

Courses:

HIST 1000/3000 Visions of the Past: Thematic Approaches to Understanding History

Research and Teaching Specialties:

African-American history Manhood in the Americas
U.S. history Feminist theory

Dissertations and Theses Supervised:

Distinctions:

NEH Postdoctoral Fellow, Schomburg Center for Research in Black Culture , 2007

Teaching Time Spent on Subject Matter
Holly Littlefield 25%

Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: Ph.D. English and composition University of Minnesota, 1999

Languages

Overseas Experience: Spain **Research:** No **Teaching:** Yes

Recent Publications

Courses:
 IBUS 3033W Business Communication in Spain MGMT 3900 International Business Communication

Research and Teaching Specialties:
 Business communication International communications
 Strategic Management & Entrepreneurship

Dissertations and Theses Supervised: 1

Distinctions:

Teaching Time Spent on Subject Matter
Donald Liu 25%

Departmental Home: Applied Economics

Tenure Status: Professor

Educational History: Ph.D. Department of Agricultural and Applied Economics, University of Minnesota, 1985
 M.S. Department of Agricultural Economics, California State University, Fresno, 1980

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 Wang, Y., Zhao, S., Yang, Z., & Liu, D. J. (2015). Food versus crude oil: What do prices tell us? Evidence from China. *China Agricultural Economic Review*, 7(3), 435-447.

Courses:
 APEC 1101H Principles of Microeconomics

Research and Teaching Specialties:
 Economic Education Marketing Economics
 Industrial Organization

Dissertations and Theses Supervised: 1

Distinctions:
 National Award for Excellence in College and University Teaching in the Food and Agricultural Sciences, USDA 2007

Enid Logan	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Sociology; African American and African Studies

Tenure Status: Associate Professor

Educational History: Ph.D. University of Michigan, Ann Arbor, MI, 2005
Grad Certificate: Latin American & Caribbean Studies, University of Michigan, 2001
M.A. Sociology, University of Michigan, Ann Arbor, MI, 1997

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Logan, E. (2015). Review of Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas. *International Journal of Comparative Sociology* , 56(2), 163-166.

Logan, E. (2014). Barack Obama, the new politics of race, and classed constructions of racial blackness. *Sociological Quarterly* , 55(4), 653-682.

Courses:

SOC 3003 Social Problems

Research and Teaching Specialties:

Race and the Body	Blacks and Social Class
Race and Electoral Politics	Afro-Latin America

Dissertations and Theses Supervised:

Distinctions:

2016 Joan Aldous Diversity & Public Engagement Grant
2015 Cooperman Summer Interdisciplinary Award, University of Minnesota

Patricia Lorcin	Teaching Time Spent on Subject Matter 100%
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Departmental Home: History

Tenure Status: Professor

Educational History: Ph.D. Columbia University, 1992

Languages French(4), Italian(4), Spanish(3), Turkish(2)

Overseas Experience: Algeria **Research:** Yes **Teaching:** Yes
 Côte d'Ivoire

Recent Publications

French Mediterraneans. Transnational and Imperial Histories . LORCIN, PATRICIA, Todd Shepard, University of Nebraska Press, Co-Editor, 2016.

The Southern Shores of the Mediterranean and its networks . LORCIN, PATRICIA, Routledge, Editor, 2015.

Courses:

HIST 3416 Imperialism and its Critics	HIST 5540/8540 Topics in Mediterranean Studies
HIST 3724 War & Revolution in 20th Century Europe	
HIST 3731 Modern France and Its Empire: Identity, Citizenship and the State 1780 to the Present	

Research and Teaching Specialties:

Cultural & social hegemony in colonial and post-colonial settings	Women and Gender in European colonies
Race and Racial ideology in France and its colonies	Modern France and French imperialism

Dissertations and Theses Supervised:

Distinctions:

Institute of Advanced Studies Fellow: Spring 2014

Ann Lowry	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Lecturer

Educational History: Ph.D. Organizational communication, University of Minnesota
M.A. Interpersonal communication, University of Wisconsin-Madison

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:
ABUS 3510 Communicating Virtually Across Global Teams in Applied Business Settings
ABUS 4023W Communicating for Results

Research and Teaching Specialties:

Dissertations and Theses Supervised:

Distinctions:

Alex Lubet	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Music

Tenure Status: Professor

Educational History: B.M. Roosevelt University, Chicago, Illinois, 1975
M.A. University of Iowa, 1977
Ph.D. University of Iowa, 1979

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Lubet, A. (2015). Social confluence and citizenship: A view from the intersection of music and disability. In *Civil Disabilities: Citizenship, Membership, and Belonging* (pp. 123-142). University of Pennsylvania Press.

Courses:
MUS 1013 Rock I: History of Rock Music to 1970

Research and Teaching Specialties:
Jewish, American & Disability Studies Performance
Music composition Popular culture; music, theatre, film

Dissertations and Theses Supervised:

Distinctions:
Academy of Distinguished Teachers, University of Minnesota

Jean-Philippe Marcotte	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Linguistics

Tenure Status: Assistant Professor

Educational History:

Languages French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 Syntactic Categories in the Correspondence Architecture, *CSLI Publications*, Jean-Philippe Marcotte, 2014
 Marcotte, J-P. (2006). Causative alternation errors as event-driven construction paradigm completions. In E. V. Clark, & B. F. Kelly. (Eds.), *Constructions in acquisition* CSLI Publications

Courses:
 LING 1701 Language and Society
 LING 3101W Languages of the World

Research and Teaching Specialties:
 World languages

Dissertations and Theses Supervised:

Distinctions:

Jennifer Marshall	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Art History

Tenure Status: Professor and Director of Undergraduate Studies

Educational History: Ph.D. University of California, Los Angeles, 2005

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:
Machine Art, 1934: Meaning, Materiality, Modernism (Chicago: University of Chicago Press, 2012).

Courses:
 ARTH 8950 Seminar: Issues in the History of Art

Research and Teaching Specialties:
 Art of the United States: Colonial to Postwar Sculpture History and Theory
 Interwar American Modernism Muesum History and Theory
 Material Culture Studies African-American Art History

Dissertations and Theses Supervised:

Distinctions:
 John Tate Award for Excellence in Academic Advising, University of Minnesota, 2017
 National Endowment for the Humanities Grant, June 2015 - December 2015

Scott Martens	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: M.S. Management Naval Post Graduate School 1992

Languages

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:

MM 4035 Global Supply Chain Management

Research and Teaching Specialties:

Innovation	Strategy Management & Execution
Change Management	Measurement

Dissertations and Theses Supervised: 1

Distinctions:

Make-A-Wish: Board of Directors - Strategic planning consultant 2010 - 2016

Nabil Matar	Teaching Time Spent on Subject Matter 50%
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Departmental Home: History; English

Tenure Status: Professor

Educational History: Ph.D. Emmanuel College, University of Cambridge, 1976
M.A. American University of Beirut, 1972
B.A. American University of Beirut, 1971

Languages

Overseas Experience: Morocco **Research:** Yes **Teaching:** Yes
Turkey

Recent Publications:

The United States through Arab Eyes: Anthology of Writings from Early Emigrants (1876-1914), introduced, selected, and translated (forthcoming 2018, Edinburgh University Press).

An Arab Ambassador in the Mediterranean World (1779-1787), abridged, translated, and introduced (Routledge, 2015).

Courses

ALL 3871/HIST 3493 Islam: Religion and Culture	ENGL 3026 Literature and History on the Borders of Three Continents
ENGL 3021 Captivity in Literature and Film	RELS 3718W Christ in Islamic Thought

Research and Teaching Specialties:

English 17th-century religious literature	Modern Arabic literature
Travel writing	Arab-Islamic civilization

Dissertations and Theses Supervised:

Distinctions:

Kuwait Foundation for the Advancement of Sciences Award, December 2017
Samuel Russell Chair in the Humanities, University of Minnesota, July 2017

Saje Mathieu	Teaching Time Spent on Subject Matter 75%
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Departmental Home: History

Tenure Status: Associate Professor

Educational History: Joint Ph.D. History and African American Studies, Yale University, 2001

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

1919: *Race, Riot, and Revolution*. Mathieu, Saje, Author, under development.

North of the Color Line: Migration and Black Resistance in Canada, 1870-1955. Mathieu, Saje, The John Hope Franklin Series in African American History and Culture, University of North Carolina Press, Author, 2010.

Courses:

CHIC 3862 American Immigration History
HIST 1361W World War I: A Global History

Research and Teaching Specialties:

African American history since Reconstruction Migration, social movements and political resistance
20th century American history

Dissertations and Theses Supervised:

Distinctions:

Arthur "Red" Motley Exemplary Teaching Award for 2011-12.

Keith Mayes	Teaching Time Spent on Subject Matter 75%
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Departmental Home: African American and African Studies

Tenure Status: Associate Professor, Director of Undergraduate Studies

Educational History: Ph.D. Princeton University, 2002

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Mayes, K. A., & Mayes, K. A. (2010). Review of Richard Iton, *In Search of the Black Fantastic: Politics and Popular Culture in the Post-Civil Rights Era*. *The Political Science Quarterly*, Spring.

Kwanzaa: Black Power and the Making of the African American Holiday Tradition (New York: Routledge, 2009).

Courses:

AFRO 3103 World History and Africa HIST 3452 African Conservation Histories
AFRO 5120 Social and Intellectual Movements in the African Diaspora HIST 3864 African American History, 1619-1865

Research and Teaching Specialties:

African-American History, 19th and 20th century Black History and Educational Policy
Kwanzaa and Black holidays African American Public History

Dissertations and Theses Supervised:

Distinctions:

2018 Horace T. Morse-University of Minnesota Alumni Association Award

Mary Jo Maynes	Teaching Time Spent on Subject Matter 50%
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Departmental Home: History

Tenure Status: Professor

Educational History: Ph.D. University of Michigan, 1977
B.A. University of Pennsylvania, 1971

Languages: German(4)

Overseas Experience: Germany **Research:** Yes **Teaching:** Yes

Recent Publications
 “Modern Political Revolutions: Connecting Grassroots Political Contention and Global Historical Transformations” in World History from Below edited by Antoinette Burton and Tony Ballantyne. (2016) [with Ann Waltner]
 “Family History and World History: From Domestication to Biopolitics,” in Cambridge History of the World, Vol. 1 (CUP, 2015), 208-233 [with Ann Waltner].

Courses:
 HIST 1411W The Family from 10,000 BCE to the Present

Research and Teaching Specialties:
 European social history History of the family
 France, Germany Ireland

Dissertations and Theses Supervised: 4

Distinctions:
 Awarded Residential Fellowship, Humboldt University Berlin, Spring 2013, plus CLA plus Imagine fund support

Silvia McCalip	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist

Educational History: JD William Mitchell College of Law, 2002
MA Translation and Interpreting, Universidad Nacional de la Plata, Argentina

Languages: Spanish(4)

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:
 TRIN 3102 Consecutive Interpreting

Research and Teaching Specialties:
 Organizational development

Dissertations and Theses Supervised:

Distinctions:

Stuart Mclean	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Anthropology, Institute for Global Studies

Tenure Status: Professor

Educational History: Ph.D. Columbia University
M. Phil. Columbia University
M.A. Columbia University

Languages: Irish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Fictionalizing Anthropology: Encounters and Fabulations at the Edges of the Human . McLean, Stuart, University of Minnesota Press, Author, 2017
Crumpled Paper Boat: Experiments in Ethnographic Writing . McLean, Stuart, Anand Pandian, Duke University Press, Co-Editor, 2017.

Courses:

ANTH 1003V Understanding Cultures: Honors GLOS 3105 Ways of Knowing in Global Studies
GLOS 3144H Honors: Knowledge, Power, & the Politics of Representation
GLOS 4344 Europe and its Margins

Research and Teaching Specialties

Anthropology of modernity	Historical anthropology	Nationality and ethnicity landscape
European union	Ireland	Social and cultural theory

Dissertations and Theses Supervised:

Distinctions

Patrick McNamara	Teaching Time Spent on Subject Matter 25%
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Departmental Home: History

Tenure Status: Associate Professor

Educational History: PhD University of Wisconsin, Madison, 1999

Languages: Spanish(4)

Overseas Experience: Mexico **Research:** Yes **Teaching:** Yes
El Salvador

Recent Publications

Political Refugees from El Salvador: Gang Politics, The State & Asylum Claims: McNamara, Patrick, Oxford , Refugee Survey Quarterly, 36 1-24, 2017
Rewriting Zapata: Generational Conflict on the Eve of the Mexican Revolution: McNamara, Patrick, Mexican Studies/Estudios Mexicanos, 30:1 122-149, 2014.

Research and Teaching Specialties:

History and Memory in Mexico	Latin America
Comparative Revolutions	Peasantries

Courses:

HIST 3402W Modern Latin American 1825 to Present	HIST 3425 History of Modern Mexico
HIST 3418 Drink in History	HIST 3429 Latin American History in Film and Text
HIST 3423 Central American Revolutions	HIST 5902 Latin America Proseminar: Modern

Dissertations and Theses Supervised:

Distinctions:

Arthur "Red" Motley Exemplary Teaching Award, University of Minnesota, 2009

Ann Meier	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Sociology

Tenure Status: Associate Professor

Educational History: Ph.D. University of Wisconsin, Madison, 2003
M.A. University of Wisconsin, Madison, 1999
B.A. The George Washington University, 1995

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:
Musick, Kelly, Ann Meier, and Sarah Flood. 2016. "Mother's Time with Children and Subjective Well-Being." *American Sociological Review* 81: 1069-1085.
Meier, Ann, Gina Erickson, and Heather McLaughlin. 2016. "Older Sexual Partners and Adolescent Females' Mental Health." *Perspectives on Sexual and Reproductive Health* 48(1): 25-33.

Courses:
SOC 3511 World Populations Problems

Research and Teaching Specialties:
Sociology of the Family Sociology of Sexualities
Population/Demography Introduction to Sociology

Dissertations and Theses Supervised: 1

Distinctions:
Single Semester Leave, College of Liberal Arts, University of Minnesota for "A Cross-National Study of Parenting: How Parents Fare." (August 2016-December 2016).

Sowah Mensah	Teaching Time Spent on Subject Matter 100%
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Departmental Home: School of Music

Tenure Status: Teaching Specialist

Educational History:

Languages

Overseas Experience: Nigeria **Research:** Yes **Teaching:** Yes

Recent Publications
Sii Sii Sii Solo Album, 2007

Courses:
MUS 5494 West African Music Ensemble

Research and Teaching Specialties:
African Music Ensembles African percussion
Traditional Ghanaian music

Dissertations and Theses Supervised:

Distinctions:

Teaching Time Spent on Subject Matter
Claudia Muñoz-Zanzi 50%

Departmental Home: School of Public Health

Tenure Status: Associate Professor

Educational History: PhD Epidemiology, University of California-Davis, 2002
DVM Veterinary Medicine, University of Concepcion, 1994

Languages

Overseas Experience: Chile **Research:** Yes **Teaching:** Yes

Recent Publications
Munoz-Zanzi C, Campbell C, Berg S. "Seroepidemiology of toxoplasmosis in rural and urban communities from Los Rios Region, Chile," *Infection Ecology & Epidemiology*, Jan 2017

Courses:
PUBH 6388 Foundations of Global Health

Research and Teaching Specialties:
Infectious disease Disease diagnosis
Eco-epidemiology Community-based research

Dissertations and Theses Supervised: 1

Distinctions:
Global Leptospirosis Action Network Symposium Grant 2014-2015
2010 "Distinguish Mentor Award", President's Distinguished Faculty Program, Multicultural Center, University of Minnesota

Teaching Time Spent on Subject Matter
Elton Mykerezi 25%

Departmental Home: Applied Economics

Tenure Status: Associate Professor

Educational History: Doctor of Philosophy, Economics, Virginia Polytechnic Institute, August 2007

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Leak, T. M., Swenson, A., Rendahl, A., Vickers, Z., Mykerezi, E., Redden, J. P., ... Reicks, M. (2017). Examining the feasibility of implementing behavioural economics strategies that encourage home dinner vegetable intake among low-income children. *Public Health Nutrition*, 20(8), 1388-1392.

Courses:
APEC 5321 Regional Economic Analysis

Research and Teaching Specialties:
Community, Economic & Rural Development Poverty & Welfare
Labor Economics Regional Economics

Dissertations and Theses Supervised:

Distinctions:
College of Food Agriculture and Natural Sciences, Faculty Diversity and Inclusion Award, (2012).

Kristen Nelson	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Forest Resources

Tenure Status: Professor

Educational History: Ph.D. 1994, Natural Resource and Environment, University of Michigan-Ann Arbor

Languages

Overseas Experience: Mexico Research: Yes Teaching: Yes
 Costa Rica
 Ecuador

Recent Publications

Barnes, M. R., K. C. Nelson, A. Meyer, E. Watkins, S. Bono, B. Horgan, W. Meyer, J. Murphy, C. Yue. 2018. Public land managers and sustainable urban vegetation: The case of low-input turfgrasses. *Urban Forestry & Urban Greening*, 29, 284-292.

Courses:

ESPM 3271 Environmental Policy, Law, and Human Behaviour

Research and Teaching Specialties:

Environmental sociology Sustainable development
 Coupled human and natural systems

Dissertations and Theses Supervised: 2

Distinctions:

National Institute of Food and Agriculture, 2016-2020.

Veronica Newington	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist

Educational History: M.A. Interpreting and translation (French/English), University of Leeds, England
 M.A. English literature and French, University of Edinburgh

Languages French(4)

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:

TRIN 3101 Introduction to Interpreting

Research and Teaching Specialties:

Foundational interpreter training

Dissertations and Theses Supervised:

Distinctions:

August Nimtz Jr.	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Political Science

Tenure Status: Professor

Educational History: Ph.D. Indiana University, 1973

Languages: Spanish(4), Swahili(3), Arabic(3), French(3)

Overseas Experience: Tanzania **Research:** Yes **Teaching:** Yes
 South Africa
 Cuba

Recent Publications

Nimtz, A. H. (2017). "the Bolsheviks come to power": A new interpretation. *Science and Society*, 81(4), 478-500.

Nimtz, A. H. (2016). Another "side" to the marxism versus anarchism "story": A reply. *Science and Society*, 80(3), 403-406.

Lenin's Electoral Strategy from 1907 to the October Revolution of 1917: The Ballot, the Streets—or Both (New York: Palgrave Macmillan, 2014)

Courses:

POL 3739 Politics of Race, Class and Ethnicity POL 4487 The Struggle for Democratization and Citizenship
 POL 4463 The Cuban Revolution Through Cuban Revolutionaries POL 8605 Government and Politics in Africa
 POL 4478W Contemporary Politics in Africa and the Colonial Legacy

Research and Teaching Specialties:

African politics Politics of the transition to Socialism
 Marxism

Dissertations and Theses Supervised:

Distinctions:

Jody Nyboer	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Architecture

Tenure Status: Instructor

Educational History: Ph.D. Design, University of Minnesota, 2017
 M.A. Architecture, University of New Mexico, 2007

Languages:

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Learning Through Generative Exploration, University of Minnesota Libraries Publishing, 2017

Beyond Creativity: The life-changing MOOC, *Educational Technology* 2016

Courses:

DES 4165 Design and Globalization

Research and Teaching Specialties:

Globalization, technology, and society Design thinking
 Spatial-behavioral dialogue

Dissertations and Theses Supervised:

Distinctions:

Outstanding Graduate Student Award 2016, University of Minnesota

Tade Okediji	Teaching Time Spent on Subject Matter 100%
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Departmental Home: African American and African Studies; Applied Economics

Tenure Status: Associate Professor

Educational History: Ph.D. University of Oklahoma, 1996

Languages

Overseas Experience: Kenya **Research:** Yes **Teaching:** Yes

Recent Publications

The role of ethnicity in political formation in Kenya, Okediji, Tade O.; Siguru, Wahutu J. IN: *Dissent, Protest and Dispute in Africa*, New York: Routledge, 2017.
 Okediji, T. O. (2011). Social fragmentation and economic growth: Evidence from developing countries. *Journal of Institutional Economics*, 7(1), 77-104.

Courses:

AFRO 3433 Economic Development in Contemporary Africa
 APEC 3061 Economic Development in Contemporary Africa

Research and Teaching Specialties:

Development and Growth Sub-Saharan Africa and Latin America.
 Political economy of ethnicity Economics of governance

Dissertations and Theses Supervised:

Distinctions:

Morse-Alumni Teaching Award, 2016-17

Yuichiro Onishi	Teaching Time Spent on Subject Matter 50%
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Departmental Home: African American and African Studies

Tenure Status: Associate Professor

Educational History: Ph.D. University of Minnesota, 2004
 M.A. University of Minnesota, 1999
 B.A. Macalester College, 1995

Languages

Overseas Experience: Japan **Research:** Yes **Teaching:** Yes

Recent Publications:

Onishi, Yuichiro. "'Gerald Horne's Japan'." *Black Perspectives* (April 2017)
 Onishi, Yuichiro. "Afro-Asian Solidarity Through Time and Space: Roads Taken and Not Taken." *Routledge Handbook of Asian American Studies* (2017)

Courses:

AFRO 1012 Black Worlds in Global Perspective: Challenges and Changes
 AFRO 5101 Seminar: Introduction to Africa and the African Diaspora

Research and Teaching Specialties:

Black radicalism and internationalism Asian American Studies
 African American history Critical race studies

Dissertations and Theses Supervised:

Distinctions:

UMN College of Liberal Arts Talle Faculty Research Award, 2017 - 2019
 Institute for Advanced Study Collaborative Fellowship, Minneapolis, MN, 2017 - 2018

Steven Ostrow	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Art History

Tenure Status: Professor

Educational History: Ph.D. Princeton University, 1987

Languages: Italian(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:
 Ostrow, Steven F. "The Contested Legacy of Michelangelo in Rome, 1564-1635ca." *Dopo il 1564: L'eredita di Michelangelo nel tardo Cinquecento/After 1564: Michelangelo's Legacy in Late Cinquecento Rome* (2016): 15-35.
 Ostrow, Steven F, E. Levy and C. Mangone, eds. "Bernini's Bozzetti and the Trope of Fire." *Material Bernini* (2016.): 147-168.

Courses:
 ARTH 3311 Baroque Art in Seventeenth Century Europe ARTH 5950 Topics: Art History
 ARTH 3312 European Art of the Eighteenth Century ARTH 8340 Seminar: Baroque Art
 ARTH 3335/5335 Baroque Rome

Research and Teaching Specialties:
 Early-modern Italian (especially Roman) visual culture Late-sixteenth-century tomb sculpture
 Post-Tridentine period Iconography
 Interplay among art, politics, science, and religion

Dissertations and Theses Supervised:

Distinctions:
 Accademia Nazionale dei Lincei Fellowship, Rome

Sonali Pahwa	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Theater Arts and Dance

Tenure Status: Assistant Professor

Educational History: PhD: Anthropology, Columbia University.

Languages: Arabic (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 Pahwa, S., & Winegar, J. (2012). Culture, state and revolution. *Middle East Report* , 42(263).
 Pahwa, S. (2012). International festivals and transnational theatre circuits in Egypt: Ambassadors of no nation. In *African Theatre 11: Festivals* (pp. 68-74). Boydell and Brewer Ltd.

Courses:
 TH 8115 History and Theory of Western Theatre: 20th Century Through World War II

Research and Teaching Specialties:
 Middle East Studies Gender studies
 Performance studies Youth studies
 Digital media Egypt

Dissertations and Theses Supervised:

Distinctions:

Philip Pardey	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Applied Economics

Tenure Status: Professor, Director of International Science and Technology Practice and Policy Center

Educational History: Ph.D. University of Minnesota, 1986
M.Agr.Sc. Univeristy of Adelaide, 1979
B.Econ. University of Adelaide, 1979

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Hurley, T. M., Rao, X., & Pardey, P. G. (2017). Re-examining the reported rates of return to food and agricultural research and development: Reply. *American Journal of Agricultural Economics* , 99(3), 827-836.

Courses:
APEC 5721 Economies of Science and Technology Policy

Research and Teaching Specialties:

Agricultural Development	Economics of Science & Technology
Agricultural Policy	Intellectual Property Rights
Biodiversity & Endangered Species	International Trade
Biotechnology & Genetic Resources	Macroeconomics, Growth & Development

Dissertations and Theses Supervised: 2

Distinctions:
Fellow of the American Association for the Advancement of Science (AAAS)
Distinguished Life Member of the International Association of Agricultural Economists (IAAE),

Xul Perez	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist

Educational History: MA in interpreting

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
TRIN 1201 Health Care Terms and Concepts for Interpreters

Research and Teaching Specialties:
Medical interpreting

Dissertations and Theses Supervised:

Distinctions:
Board of Directors of the Interpreting Stakeholder Group from 2012 to 2016

Jim Perry	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Fisheries, Wildlife and Conservation Biology

Tenure Status: Professor

Educational History: Ph.D. Idaho State University

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Perry, JA 2015 Climate change adaptation in the world’s best places: a wicked problem in need of immediate attention. Invited Review paper for *Landscape and Urban Design* 133: 1-11

Courses:

CFAN 3500 International Field Studies Seminar	EPSM 5061 Water Quality and Natural Resources
EPSM 4061W Water Quality and Natural Resources	FW 1901 Coral Reef Management in Belize

Research and Teaching Specialties:

Climate change adaptation	Watershed management
Ecosystem management	Decision making

Dissertations and Theses Supervised: 2

Distinctions:

H.T. Morse Distinguished Professor

Jennifer Pierce	Teaching Time Spent on Subject Matter 25%
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Departmental Home: American Studies

Tenure Status: Professor

Educational History: Ph.D. University of California, Berkeley, 1991
M.A. University of California, Berkeley, 1984
B.A. University of California, Berkeley, 1980

Languages French(3), Italian(1)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Murphy, K. P., Pierce, J. L., & Ruiz, J. (2016). What Makes Queer Oral History Different. *Oral History Review* , 43(1), 1-24.

Courses:

AMST 8288 Working in the Global Economy

Research and Teaching Specialties:

Ethnographic Research Methods	Sexualities
Personal Narrative Analysis	Sociology of Emotions
Race Relations	Work and Organizations

Dissertations and Theses Supervised: 2

Distinctions:

Frenzel Chair, College of Liberal Arts, University of Minnesota, 2014 - 2017

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between;"> Stephen Polasky 25% </div>

Departmental Home: Applied Economics

Tenure Status: Regents Professor

Educational History: Ph.D. Economics, University of Michigan, 1986
B.A. Williams College, cum laude, 1979

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Díaz, S., Pascual, U., Stenseke, M., Martín-López, B., Watson, R. T., Molnár, Z., ... Shirayama, Y. (2018). Assessing nature's contributions to people: Recognizing culture, and diverse sources of knowledge, can improve assessments. *Science*, 359(6373), 270-272

Courses:
APEC 8601 Natural Resource Economics FW 8452 Conservation Biology
GCC 5008 Grand Challenge: Policy and Science of Global Environmental Change

Research and Teaching Specialties:
Climate Change Environmental Economics
Conservation Land Economics

Dissertations and Theses Supervised: 2

Distinctions:
Publication of Enduring Quality, Association of Environmental and Resource Economists Awarded 2012

Teaching Time Spent on Subject Matter
<div style="display: flex; justify-content: space-between;"> Paul Porter 75% </div>

Departmental Home: Agronomy and Plant Genetics

Tenure Status: Professor

Educational History: Ph.D. Illinois (1986)

Languages

Overseas Experience: South Africa **Research:** Yes **Teaching:** Yes
Egypt
Tanzania

Recent Publications
Koch, R. L., Sezen, Z., Porter, P. M., Ragsdale, D. W., Wyckhuys, K. A. G., & Heimpel, G. E. (2015). On-farm evaluation of a fall-seeded rye cover crop for suppression of soybean aphid (Hemiptera: Aphididae) on soybean. *Agricultural and Forest Entomology*, 17(3), 239-246.

Courses:
GCC 3017/5017 Grand Challenge: World Food Problems: Agronomics, Economics and Hunger

Research and Teaching Specialties:
Cropping systems Agricultural research and rehabilitation in Somalia
Agroecology

Dissertations and Theses Supervised: 2

Distinctions:

Gloria Raheja	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Anthropology

Tenure Status: Professor

Educational History: Ph.D. University of Chicago, 1985
M.A. University of Chicago, 1976
B.A. Chatham College, 1971

Languages Hindi(4), French(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Scandalous Traductions: Landscape, History, Memory. Book manuscript in preparation.
Logan Country Blues: Frank Hutchison in the Sonic Landscape of the Appalachian Coalfields. Book manuscript in preparation.

Courses:
ANTH 3023/ALL 3676 Culture and Society of India
ANTH 4003W Contemporary Perspectives in Cultural Anthropology
ANTH 8215 Anthropology of Gender

Research and Teaching Specialties:
Cultural production in India (caste, gender, and oral traditions) Colonialism, culture, and colonial knowledge
Poetics and politics of speech and song The politics of representation

Dissertations and Theses Supervised: 2

Distinctions:
Single-Semester Research Leave, University of Minnesota, Fall, 2016

Wendy Rahn	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Political Science

Tenure Status: Professor

Educational History: Ph.D. University of Minnesota, 1990
B.A. Creighton University, Omaha, NE, 1984

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Rahn, W. M., Gollust, S. E., & Tang, X. (2017). Framing Food Policy: The Case of Raw Milk. *Policy Studies Journal*, 45(2), 359-383.

Courses:
POL 3317 Food Politics: Actors, Arenas, and Agendas POL 8641 Comparative Mass Political Behavior

Research and Teaching Specialties:
Role of emotions in political thinking and behavior The origins and consequences of political and social trust
Citizen participation in politics New forms of inequality in American society

Dissertations and Theses Supervised:

Distinctions:
Spirit of Collaboration Award, Minnesota Cancer Alliance, 2009

Anu Ramaswami	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Professor and Department Chair

Educational History: Ph.D. Carnegie Mellon University, 1995
M.S. Carnegie Mellon University 1989

Languages

Overseas Experience: India **Research:** Yes **Teaching:** Yes

Recent Publications

Sperling, J. B., & Ramaswami, A. (2018). Cities and “budget-based” management of the energy-water-climate nexus: Case studies in transportation policy, infrastructure systems, and urban utility risk management. *Environmental Progress and Sustainable Energy*, 37(1), 91-107.

Courses:

PA 5751 Urban Infrastructure Systems for Sustainable and Healthy Cities
PA 8707 Interdisciplinary Sustainability Systems Research Seminar

Research and Teaching Specialties:

Energy and environment	Science and technology
Environmental planning	Sustainable development
Industrial ecology	Public Health

Dissertations and Theses Supervised: 2

Distinctions:

2016-2018 Elected Vice-Chair of the Gordon Research Conference on Industrial Ecology

Kate Ranachan	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Communication Studies

Tenure Status: Lecturer

Educational History: Ph.D. Communication Studies, University of Minnesota (in progress)

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Selling Players for Pride and Profit: Sporting Labour, Neoliberalism, and Postcolonialism in Brazil, Western Washington University, Kate Ranachan, 2013

Courses:

COMM 4235 Electronic Media and Ethnic Minorities - A World View

Research and Teaching Specialties:

Postcolonial studies	Neoliberalism
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Dissertations and Theses Supervised:

Distinctions:

Simon Rosser	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Public Health

Tenure Status: Professor

Educational History: MPH Epidemiology, University of Minnesota 1997
PhD Behavioral Medicine, Flinders University of South Australia, 1990

Languages

Overseas Experience: India **Research:** Yes **Teaching:** Yes

Recent Publications
Li, D. H., Rawat, S., Rhoton, J., Patankar, P., Ekstrand, M. L., Rosser, B. R. S., & Wilkerson, J. M. (2017). Harassment and Violence Among Men Who Have Sex with Men (MSM) and Hijras After Reinstatement of India’s “Sodomy Law”. *Sexuality Research and Social Policy*, 14(3), 324-330.

Courses:
PUBH 3010/6010 Public Health Approaches to HIV/ AIDS

Research and Teaching Specialties:
Infectious disease LGBT health
Prostate cancer Sexual functioning

Dissertations and Theses Supervised: 1

Distinctions:
National Institute of Mental Health Grant 2015

Carlisle Runge	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Applied Economics

Tenure Status: Professor

Educational History: Ph.D. University of Wisconsin, 1981
B.A., M.A. Oxford University (Rhodes Scholar), 1977
B.A. University of North Carolina-Chapel Hill, 1974

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Daschle, T., Runge, C. F., & Senauer, B. (2007). Runge and Senauer reply. *Foreign Affairs*, 86(5), 160-162.
Runge, F. C. (2010). *Biofuel backlash*. *Technology Review*, 113(3).

Courses:
APEC 3007 Applied Macroeconomics: Policy, Trade, and Development
GCC 3017/5017 Grand Challenge: World Food Problems: Agronomics, Economics and Hunger

Research and Teaching Specialties:
Environmental Economics Trade
Food security WTO negotiations

Dissertations and Theses Supervised: 3

Distinctions:
Distinguished McKnight University Professor of Applied Economics and Law
Fellow, Institute on the Environment, University of Minnesota, 2010-present

Juliana Salomao	Teaching Time Spent on Subject Matter
	50%

Departmental Home: Carlson School of Management
Tenure Status: Assistant Professor

Educational History: Ph.D. Economics, Stanford University, 2014
M.A. Economics Pontificia Universidade Catolica, Rio de Janeiro, 2008

Languages: Portuguese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Sovereign Debt Renegotiation and Credit Default Swaps, October 2017 Journal of Monetary Economics

Courses:
FINA 3622 International Finance

Research and Teaching Specialties:
International Finance Global Economy
Sovereign and corporate credit markets

Dissertations and Theses Supervised:

Distinctions:
2013 Haley-Shaw fellowship, SIEPR
2012-13 Kohlhaugen Fellowship Fund, Stanford University, SIEPR

Abdi Ismail Samatar	Teaching Time Spent on Subject Matter
	100%

Departmental Home: Geography, Environment and Society
Tenure Status: Professor

Educational History: Ph.D. University of California, Berkeley, 1985
M.C.R.P. Iowa State University, 1981
B.A. University of Wisconsin, La Crosse, 1979

Languages: Somali(4), Arabic(4)

Overseas Experience: Botswana **Research:** Yes **Teaching:** Yes
Somalia
Ethiopia

Recent Publications
Fei, D., Samatar, A. I., & Liao, C. (2018). Chinese–African encounters in high-tech sectors: Comparative investigation of Chinese workplace regimes in Ethiopia. *Development Policy Review*, 36, O455-O475. DOI: 10.1111/dpr.12357
Africa's First Democrats: Somalia's Aden A. Osman & Abdirazak H. Hussen. Samatar, Abdi, University of Indiana Press, Author, 2016.
Samatar, AI 2013, 'Africa: Beware of Obama's second term' *African Studies Review*, vol 56, no. 2, pp. 179-183.

Courses:
GEOG 3379 Environment and Development in the Third World GEOG 8212 Africa
GEOG 5385 Globalization and Development: Political Economy GLOS 3645 Islamic World

Research and Teaching Specialties:
Development Theory and the State Globalization and Development
The State and Development Theory Environment and Development

Dissertations and Theses Supervised:

Distinctions:
University of Minnesota Somali Student Association Award, 2017

Daniela Sandler	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Architecture

Tenure Status: Assistant Professor

Educational History: Ph.D. Visual and Cultural Studies, University of Rochester

Languages: Portuguese(4)

Overseas Experience: Brazil **Research:** Yes **Teaching:** Yes
Germany

Recent Publications
Counterpreservation: Architectural Decay in Berlin since 1989 (Cornell University Press, 2016)

Courses:
ARCH 4410 Topics in Architectural History ARCH 5412 Architecture: A Global and Cultural History
ARCH 4434 Contemporary Architecture

Research and Teaching Specialties:
Architectural decay, memory, and gentrification in Berlin Representations of the city in early Brazilian modernism
Grassroots urbanism and social justice in São Paulo

Dissertations and Theses Supervised:

Distinctions:
2016 IAS Fellowship Grant

Anoop Sarbahi	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Political Science

Tenure Status: Assistant Professor

Educational History: Ph.D. Political Science, University of California, Los Angeles, 2011
M.Phil. Planning and Development, Indian Institute of Technology, Bombay, 2002

Languages:

Overseas Experience: India **Research:** Yes **Teaching:** Yes
Pakistan

Recent Publications
Johnston, P. B., & Sarbahi, A. K. (2016). The impact of us drone strikes on terrorism in Pakistan. *International Studies Quarterly*, 60(2), 203-219.
Sarbahi, A. K. (2014). Insurgent-Population Ties and the Variation in the Trajectory of Peripheral Civil Wars. *Comparative Political Studies*, 47(10), 1470-1500.

Courses:
POL 1054 Puzzles in World Politics POL 3423 Politics of Disruption: Violence and Its Alternatives
POL 3410 Topics in Comparative Politics POL 8660 Topics in Comparative Politics
POL 3431 Politics of India

Research and Teaching Specialties:
Ethnicity Post-conflict transition and state rebuilding
Civil wars Political economy of inter-group disparities.
Counter insurgency South Asia

Dissertations and Theses Supervised: 3

Distinctions:
United State Institute of Peace (USIP) Grant 2009

Joachim Savelsberg	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Sociology

Tenure Status: Professor

Educational History: Doctorate, University of Trier, FRG, 1982
Diplom, University of Cologne, FRG, 1978
Zwischenprüfung, University of Cologne, FRG, 1975

Languages German(4), French(4), Italian(3), Latin(3), Spanish(3)

Overseas Experience: Sudan **Research:** Yes **Teaching:** Yes

Recent Publications

Savelsberg, Joachim J (2018). "Punitive Turn and Justice Cascade: Mutual Inspiration from Punishment & Society and Human Rights Literatures.". *Punishment & Society*, 20, 73-91

Savelsberg, Joachim J (2017). "Formal and Substantive Rationality in Max Weber's Sociology of Law: Tensions in International Criminal Law.". *Recht als Kultur? Beitrage zu Max Webers Soziologie des Rechts*, edited by Werner Gephart and Daniel Witte, 493-510.

Courses:

GLOS 5104 Crime and Human Rights SOC 4104H Honors: Crime and Human Rights
SOC 4104/5104 Crime and Human Rights SOC 8101 Sociology of Law

Research and Teaching Specialties:

Knowledge Human Rights
Law Comparative
Crime & Punishment Theory

Dissertations and Theses Supervised:

Distinctions:

Albert J. Reiss, Jr. Distinguished Scholar Award, Section for Crime, Law and Deviance, American Sociological Association, 2017

Ingrid Schneider	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Forest Resources

Tenure Status: Professor

Educational History: Ph.D. 1995, Clemson University

Languages

Overseas Experience: Scotland **Research:** Yes **Teaching:** Yes

Recent Publications

Beattie, J. M., & Schneider, I. E. (2018). Does service type influence satisfaction? A case study of Edinburgh Castle. *Tourism Management*, 67, 89-97.

Courses:

FNRM 3101/5101 Park and Protected Area Tourism

Research and Teaching Specialties:

Parks, Recreation and Tourism Management

Dissertations and Theses Supervised: 3

Distinctions:

National Park Service Grant, 2017

Daniel Schroeter	Teaching Time Spent on Subject Matter 75%
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Departmental Home: History

Tenure Status: Professor

Educational History: Ph.D. University of Manchester, 1984
M.A. University of Michigan, Ann Arbor, 1977
B.A. University of Washington, Seattle, 1975

Languages

Overseas Experience: Morocco **Research:** Yes **Teaching:** Yes

Recent Publications:
Schroeter, D. (2017). Vichy in Morocco: The residency, mohammed v, and his indigenous jewish subjects. In *Colonialism and the Jews* (pp. 215-250). Indiana University Press.

Courses:
GLOS 3942 History of Modern Israel/Palestine: Society and Politics RELS 3113 History of Modern Israel/Palestine
RELS 3078 Jews of the Islamic Mediterranean & Christian Europe JWST/HIST 3511 Muslims and Jews
RELS 3079 Muslims and Jews JWST/HIST 3512 History of Modern Israel/Palestine

Research and Teaching Specialties:
Jewish Studies Middle East
North Africa

Dissertations and Theses Supervised: 2

Distinctions:
Shoshana Shier Distinguished Visiting Professor, University of Toronto, Fall 2016.

Rachel Schurman	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Sociology, Institute for Global Studies

Tenure Status: Professor

Educational History: Ph.D. University of Wisconsin Madison, 1993
MA, Tufts University, 1983
BA, University of Massachusetts, Amherst, 1979

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Schurman, R. (2017). Building an Alliance for Biotechnology in Africa. *Journal of Agrarian Change* , 17(3), 441-458.
Schurman, R. (2011). Erratum: Plenitude: The new economics of true wealth (Contemporary Sociology (2011) 40:4 (485-486)

Courses:
GLOS/SOC 3215 Supercapitalism: Labor, Consumption & the Environment in the New Global Economy
GLOS 3613V Honors: Stuffed and Starved: The Politics of Eating
GLOS 3613W Stuffed and Starved: The Politics of Eating
SOC 8311 Political Sociology

Dissertations and Theses Supervised:

Distinctions
2015-2021 National Science Foundation Grant for Assessing the New Green Revolution for Africa: The Impact
Winner of the American Political Science Association's 2011 Lynton Caldwell Prize for Best Book in Environmental Politics
Member, American Sociological Association

Teaching Time Spent on Subject Matter
<h2 style="margin: 0;">Jole Shackelford</h2> <h1 style="margin: 0; font-size: 2em;">25%</h1>

Departmental Home: History of Science, Technology and Medicine

Tenure Status: Assistant Professor

Educational History: Ph.D. History of Science, University of Wisconsin

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Shackelford, J. (2016). Paracelsianism in Denmark. In *Western Esotericism in Scandinavia* (pp. 402-409). Brill.
 Shackelford, J. (2016). Rosicrucianism in the early modern period in Denmark. In *Western Esotericism in Scandinavia* (pp. 431-438). Brill.

Courses:

HMED 3001W Health, Disease, and Healing I	HMED 8001 Foundations in the History of Early Medicine
HMED 3040 Human Health, Disease, and the Environment in History	HSCI 8112 Historiography of Science, Tech., & Medicine

Research and Teaching Specialties:

Early Modern European Science and Medicine	History of Biological Rhythm Studies
History of Paracelsianism	

Dissertations and Theses Supervised: 1

Distinctions:

National Science Foundation Grant 2011

Teaching Time Spent on Subject Matter
<h2 style="margin: 0;">Sima Shakhsari</h2> <h1 style="margin: 0; font-size: 2em;">50%</h1>

Departmental Home: Gender, Women and Sexuality Studies

Tenure Status: Assistant Professor

Educational History: Ph.D. Cultural and social Anthropology, Stanford University.
 M.A. Women's Studies, San Francisco State University.

Languages

Overseas Experience: Turkey **Research:** Yes **Teaching:** Yes

Recent Publications

“The Queer Time of Death: Temporality, Geopolitics, and Refugee Rights.” *Sexualities*. Special issue guest edited by Rachel Lewis and Nancy A. Naples, “Queer Migration, Asylum, and Displacement.”
 “Killing Me Softly with Your Rights: Queer Death and the Politics of Rightful Killing.” *Queer Necropolitics*. Jin Haritaworn, Adi Kuntsman, & Silvia Posocco (editors). Routledge.

Courses:

GWSS 4103 Transnational Feminist Theories
 GWSS 8250 Seminar: Nation, State, and Citizenship

Research and Teaching Specialties:

Transnational Feminism	Immigration and Refugees,
Studies of Governmentality	Women and Gender Studies
Colonialism and Empire	Diaspora

Dissertations and Theses Supervised: 1

Distinctions:

2013-14 Faculty Research Awards, Wellesley College.

Craig Sheaffer	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Agronomy and Plant Genetics

Tenure Status: Professor

Educational History: Ph.D. Maryland (1977)

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Goplen, J. J., Sheaffer, C. C., Becker, R. L., Moon, R. D., Coulter, J. A., Breitenbach, F. R., ... Gunsolus, J. L. (2018). Giant Ragweed (Ambrosia trifida) Emergence Model Performance Evaluated in Diverse Cropping Systems. *Weed Science*, 66(1), 36-46.

Courses:

AGRO 4888 Issues in Sustainable Agriculture

Research and Teaching Specialties:

Alfalfa and forage management
Sustainable cropping systems

Dissertations and Theses Supervised:

Distinctions:

Tetyana Shippee	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Public Health

Tenure Status: Associate Professor

Educational History: Ph.D. Sociology and Gerontology, Purdue University, 2008
J.D. Civil Law, Precarpathian National University, 2004

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Gaugler, J. E., Jutkowitz, E., Shippee, T. P., & Brasure, M. (2017). Consistency of dementia caregiver intervention classification: An evidence-based synthesis. *International Psychogeriatrics*, 29(1), 19-30.

Courses:

GERO 5103 Aging and Society

Research and Teaching Specialties:

Aging	Racial disparities
Equity	Long-term care
Racial discrimination	

Dissertations and Theses Supervised: 1

Distinctions:

2017 School of Public Health, University of Minnesota Presidents' Community Engaged Scholar Award

Roozbeh Shirazi**75%****Departmental Home:** Organizational Leadership, Policy and Development**Tenure Status:** Assistant Professor**Educational History:** Ph.D. Teachers College, Columbia University
M.A. Teachers College, Columbia University**Languages****Overseas Experience:** Jordan **Research:** Yes **Teaching:** Yes**Recent Publications**Shirazi, R. (2017). When Schooling Becomes a Tactic of Security: Educating to Counter "Extremism". *Diaspora, Indigenou, and Minority Education*, 11(1), 2-5.Shirazi, R. (2016). 'These boys are wild': constructions and contests of masculinities at two Jordanian high schools. *Gender and Education*, 28(1), 89-107.**Courses:**

OLPD 5103 Comparative Education

OLPD 8022 Education and Globalization: Anthropological Perspectives

Research and Teaching Specialties:

Education and social change in the Middle East

Globalization and migration

Youth citizenship and political participation

Gender and development

Representation and social inclusion/exclusion

Transnational and diaspora studies

Dissertations and Theses Supervised: 1**Distinctions:**

GC Research Interdisciplinary Team Awards for 2017–19

Institute of Diversity, Equity, and Advocacy Multicultural Research Award

College of Education and Human Development Faculty Research Award

Eric Shook**50%****Departmental Home:** Geography, Environment and Society**Tenure Status:** Assistant Professor**Educational History:** Ph.D. Geography, University of Illinois, Urbana-Champaign, 2013
M.S. Geography, University of Illinois, Urbana-Champaign, 2010**Languages****Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**Haynes, D., Manson, S., & Shook, E. (2017). Terra Populus' architecture for integrated big geospatial services. *Transactions in GIS*, 21(3), 546-559.**Courses:**

GEOG 5900 Topics in Geography

Research and Teaching Specialties:

Geographic information science

Big data analytics and modeling

CyberGIS

Social media data analytics

Geocomputing

Dissertations and Theses Supervised:**Distinctions:**

CyberGIS Fellow, 2014 - 2015

XSEDE Campus Champion Fellow, 2013 - 2014

Robert Silberman	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Art History

Tenure Status: Associate Professor

Educational History: Ph.D. Columbia University, 1982

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Silberman, R. (2014). Hopper drawing. *Burlington Magazine* , 156(1333), 266-267.
 “Between Heaven and Earth: The Impact Photographs of Stan Gaz” in Stan Gaz, *Sites of Impact: Meteorite Craters Around the World* (New York: Princeton Architectural Press, 2009), 18-29.

Courses:

ARTH 1921W Introduction to Film Study	ARTH 5655 African American Cinema
ARTH 3921W Art of the Film	ARTH 8920 Seminar: Film History and Criticism

Research and Teaching Specialties:

Contemporary art	Film studies
History of photography	

Dissertations and Theses Supervised:

Distinctions:

David and Reva Logan Competition, First Place Award

Matt Simcik	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Public Health

Tenure Status: Associate Professor

Educational History: Ph.D. Environmental Science, Rutgers University, 1998
M.S. Civil Engineering, University of Minnesota, 1994

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Fitzgerald, N. J. M., Simcik, M. F., & Novak, P. J. (2018). Perfluoroalkyl Substances Increase the Membrane Permeability and Quorum Sensing Response in *Aliivibrio fischeri*. *Environmental Science and Technology Letters* , 5(1), 26-31.

Courses:

PUBH 6132 Air, Water, and Health	PUBH 6154 Climate Change and Global Health
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Research and Teaching Specialties:

Environment & exposures	Transport processes
Chemistry, water, air, pollution	

Dissertations and Theses Supervised: 1

Distinctions:

2013-present, Editorial Board, Journal of Pollution Effects and Control

Rodney Smith	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Applied Economics
Tenure Status: Professor
Educational History: Ph.D. University of Maryland, 1992

Languages

Overseas Experience: China **Research:** Yes **Teaching:** Yes
 Burkina Faso

Recent Publications

Fang, X., Roe, T. L., & Smith, R. B. W. (2015). Water shortages, intersectoral water allocation and economic growth: The case of China. *China Agricultural Economic Review*, 7(1), 2-26.

Courses:

APEC 5731 Economic Growth and International Development

Research and Teaching Specialties:

Government regulation and policy Resource economics
 Economic development and growth Mechanism design theory

Dissertations and Theses Supervised: 3

Distinctions:

2014-2015 United Nations Environment Programme Grant

Hoon Song	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Anthropology
Tenure Status: Associate Professor
Educational History: Ph.D. University of Chicago, 2000

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Song, H. (2017). James Clifford and the ethical turn in Anthropology. *Cultural Critique*, 97, 176-200.
 Song, H. (2013). Filiation, Continuous and Discontinuous: Two Recent Anthropological Approaches to North Korea. *Critical Asian Studies*, 45(2), 303-322.

Courses:

ANTH 4019 Symbolic Anthropology ANTH 4071 Race, Culture and Vision
 ANTH 4025 Studies in Ethnographic Classics ANTH 8810 Topics in Sociocultural Anthropology
 ANTH/RELS 4049 Religion and Culture

Research and Teaching Specialties:

Ontology of power, materiality of sovereignty Animality
 Psychoanalysis North Korea

Dissertations and Theses Supervised:

Distinctions:
 Imagine Fund, 2012

Steven Spruth	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Carlson School of Management

Tenure Status: Senior Lecturer

Educational History: M.A. Yale School of Management 1994

Languages

Overseas Experience: Cuba **Research:** Yes **Teaching:** Yes
 Brazil
 Venezuela
 China

Recent Publications

Courses:
 IBUS 3010 Introduction to Global Entrepreneurship IBUS 4050 Management of Innovations and Change

Research and Teaching Specialties:
 Entrepreneurship Sustainable business
 Innovation Social entrepreneurship
 Globalization

Dissertations and Theses Supervised: 1

Distinctions:

Robert Stein	Teaching Time Spent on Subject Matter 25%
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Departmental Home: School of Law

Tenure Status: Professor

Educational History: LL.D. (Hon.) Uppsala University, Sweden, 1994
 B.S.L., J.D. summa cum laude University of Minnesota, 1961

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Great Cases that Shaped the Nation (Thomson/West, 1st ed., 2007; 2d ed., 2011; University of Minnesota Law School, 3d ed., 2017)
 Mondale, W. F., Stein, R. A., & Fisher, C. (2016). No longer a neutral magistrate: The foreign intelligence surveillance court in the wake of the war on terror. *Minnesota Law Review*, 100(6), 2251-2312.

Courses:
 LAW 6918 Rule of Law

Research and Teaching Specialties:
 Rule of law
 National Security and the Constitution

Dissertations and Theses Supervised: 2

Distinctions:
 2016 University's Global Engagement Award

Siri Suh	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Gender, Women and Sexuality Studies and Global Studies

Tenure Status: Assistant Professor

Educational History: Ph.D: Sociomedical Sciences, Columbia University, New York, NY, 2014.
MPH: Population and Family Health, Columbia University, New York, NY, 2004.

Languages

Overseas Experience: Senegal **Research:** Yes **Teaching:** Yes

Recent Publications

Suh, Siri (2017). Accounting for abortion: accomplishing transnational reproductive governance through post-abortion care in Senegal. *Global Public Health*, doi:10.1080/17441692.2017.1301513, 1-18

Courses:

GWSS 8109 Feminist Knowledge Production

Research and Teaching Specialties:

Global health	Global population and development	Sociology of Reproduction
Feminist Studies of Science, Technology, and Medicine	Sociology of medicine	Ethnography
West Africa	Senegal	

Dissertations and Theses Supervised:

Distinctions:

American Fellowship (Short-Term Publication Award), American Association of University Women, July 2017 - August 2017
Maria De Castro Benton Dissertation Award, Department of Sociomedical Sciences, Columbia University, 2015

Betty Tapias-Heinrich	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Translation and Interpreting

Tenure Status: Teaching Specialist

Educational History: M.A. Educational Leadership, Concordia University, St. Paul

Languages Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Code of Ethics and Standards of Practice for Educational Interpreters of Spoken Languages, 2015
Minnesota Department of Education & the University of Minnesota
Effective Communication with English Learner Parents through an Interpreter
2015, Minnesota Department of Education

Courses:

TRIN 900 Special Education for Interpreters	TRIN 1901 Special Education Terms and Concepts for Interpreters
TRIN 990 Interpreting in Special Education Settings	TRIN 4901 Interpreting in Special Education Settings

Research and Teaching Specialties:

Interpreting in special education settings

Dissertations and Theses Supervised:

Distinctions:

2015 Distinguished Educator Award College of Continuing Education, University of Minnesota
2015 Service To the Field Award (UMTIA) Upper Midwest Translators and Interpreters Association

Eden Torres	Teaching Time Spent on Subject Matter 25%
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Departmental Home: Gender, Women and Sexuality Studies

Tenure Status: Associate Professor

Educational History: Ph.D. University of Minnesota, 1998
B.A. University of Minnesota, 1989

Languages: Spanish(4)

Overseas Experience: Mexico **Research:** Yes **Teaching:** Yes

Recent Publications:
Toress, Eden E. "Is Postnationalism Liberating?" *Chicana/Latina Studies: Journal of Mujeres Activas en Letras y Cambio Social*. Fall 2011.

Courses:
CHIC 4401 Chicana/Latina Cultural Studies GWSS 4401 Chicana/Latina Cultural Studies
GWSS 3301W Women Writers GWSS 8107 Feminist Pedagogies

Research and Teaching Specialties:
Chicana feminist theory Race, class & gender
Chicana Literature Chicana/o cultural studies

Dissertations and Theses Supervised: 2

Distinctions:
Chair of the Department of Chicano and Latino Studies, 2013-2016.
Council of Graduate Students Outstanding Faculty Award, 2013

William Toscano	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Public Health

Tenure Status: Professor

Educational History: Ph.D. Biochemistry, University of Illinois Champaign-Urbana, 1978
M.S. Analytical Chemistry, Indiana University of PA, 1972

Languages

Overseas Experience: Georgia **Research:** Yes **Teaching:** Yes

Recent Publications
Chirakadze, A., Buachidze, Z., Khomeriki, I. O., Gvakharia, V., Stamateli, M., Chakvetadze, N., ... Bagrationi, N. (2016). Arsenic pollution of soils and morbidity prevalence in Racha-Lower Svaneti district of Georgia. *International Journal of Global Warming*, 10(1), 92-114.

Courses:
PUBH 6134 Sustainable Development and Global Public Health PUBH 7262 Globalization and Health

Research and Teaching Specialties:
Chronic diseases Social determinants of health
Global health Minority health

Dissertations and Theses Supervised: 2

Distinctions:
2016–2018, U.S. Environmental Protection Agency Grant
2013, Guest Professor, Center for Preventive Medical Science of Chiba University, Chiba, Jap

David Valentine	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Anthropology

Tenure Status: Associate Professor

Educational History: Ph.D. Anthropology, New York University, NYC, NY, 2000
M.A. (1995) Department of Anthropology, New York University

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Valentine, D. (2017). For the machine. *History and Anthropology*, 28(3), 302-307.

Valentine, D. (2017). Gravity fixes habituating to the human on Mars and Island three. *HAU: Journal of Ethnographic Theory*, 7(3), 185-209.

Courses:

ANTH 3005W Language, Culture, and Power
ANTH 4031W Anthropology and Social Justice

Research and Teaching Specialties:

Cultural and linguistic anthropology	The idea of the future
Social justice movements	commercial space exploration
Gender and sexuality, queer theory	

Dissertations and Theses Supervised: 3

Distinctions:

2015, Institute for Advanced Study, UMN, Faculty Fellowship (Project: Futures in Space)

Frances Vavrus	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Organizational Leadership, Policy and Development

Tenure Status: Professor

Educational History: Ph.D. University of Wisconsin-Madison
M.A. University of Illinois at Urbana-Champaign
B.A. Purdue University

Languages

Overseas Experience: Tanzania **Research:** Yes **Teaching:** Yes

Recent Publications

Bartlett, L., & Vavrus, F. (2017). Rethinking case study research: A comparative approach. New York and London: Routledge.

Vavrus, F. (2016). Topographies of power: Critical historical geography in the study of education in Tanzania. *Comparative Education* 52(2), 136-156.

Courses:

OLPD 8101 International Education and Development

Research and Teaching Specialties:

Comparative and International Education	Comparative Case Studies
Anthropology of Development	Ethnography and Personal Narrative
Post/colonial History of Education in Africa	

Dissertations and Theses Supervised:

Distinctions: 2016-present, Fulbright Specialist Roster

Teaching Time Spent on Subject Matter
Margaret Werry 50%

Departmental Home: Theater Arts and Dance

Tenure Status: Associate Professor

Educational History: Ph.D. Northwestern University, 2001
B.A. Victoria University of Wellington, New Zealand, 1989

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Werry, M. (2016). Sea-change: Performing a fluid continent: 2nd Oceanic Performance Biennial: Rarotonga, Cook Islands, 8–11 July 2015. *Performance Research*, 21(2), 90-95.

Werry, M. (2014). Oceanic imagination, intercultural performance, Pacific historiography. In *The Politics of Interweaving Performance Cultures: Beyond Postcolonialism* (pp. 97-118). Taylor and Francis.

Courses:

TH 1102 Stage, Screen, Society: Performance in the Media Age
TH 8114 Theatre: Performance and Political Modernity

Research and Teaching Specialties:

19th century Euro-American and British colonial popular theatre and entertainment culture
Anthropological approaches to performance as social dramaturgy
Critical race theory

Dissertations and Theses Supervised: 6

Distinctions:

Council of Graduate Students Outstanding Faculty Award, UMN (2010)
Interdisciplinary Studies of Writing Grant 2010

Teaching Time Spent on Subject Matter
Michael Westerhaus 100%

Departmental Home: School of Medicine; School of Public Health

Tenure Status: Assistant Professor

Educational History: M.D. Harvard University
M.A. Medical Anthropology, Harvard University

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Global Health in a Local Context

Research and Teaching Specialties:

Internal Medicine
Refugee and migrant populations

Dissertations and Theses Supervised:

Distinctions:

Oliver Williams	Teaching Time Spent on Subject Matter 50%
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Departmental Home: School of Social Work

Tenure Status: Professor

Educational History: Ph.D. University of Pittsburgh
M.S.W. Western Michigan University
M.P.H. University of Pittsburgh

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Williams, O. J. (2016). Journal of Aggression, Maltreatment & Trauma: Introduction. *Journal of Aggression, Maltreatment and Trauma* , 25(1), 1-3.

Courses:
SW 1001 Introduction to the World of Social Work: A Global Perspective

Research and Teaching Specialties:
Effective Service Delivery Strategies Ethnically Sensitive Practice
Reducing Violence Among African Americans Fatherhood

Dissertations and Theses Supervised: 2

Distinctions:
2008 Distinguished Alumni Award from the University of Pittsburgh 's School of Social Work

Yolanda Williams	Teaching Time Spent on Subject Matter 75%
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Departmental Home: African American and African Studies

Tenure Status: Instructor

Educational History: Ph.D. Music Education Boston University
M.M. Vocal Performance University of Minnesota, Twin Cities

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:
Stewart, J. R., Williams, Y. Y., Vu, T. K., Collins, T. R., Clementson, C. J., & Berberick, D. M. (2014). Two-year college music programs in Minnesota. Motivating Factors for Teaching and Studying Music at Two-Year Colleges: A Survey of Faculty and Students. *Contributions to Music Education* , 40, 13.
Williams, Y. Y. (2011). Black Hymnists and Psalmists: 1861-1919. In E. G. Price III, T. L. Kernoodle, & H. J. Maxile, Jr. (Eds.), *Encyclopedia of African American Music*. (pp. 75-77). Santa Barbara: Greenwood Press.

Courses:
AFRO 3108 Black Music: A History of Jazz

Research and Teaching Specialties:
African American music cultures Gospel
Jazz Feminism

Dissertations and Theses Supervised:

Distinctions:
Aaalleluia! (Switzerland, 2015) Guest Artist
Blanc et Black (Switzerland, 2013) Guest Artist
P&A Board: Member, Fall, 2008
President of Hamline Black Alumni Association: September, 2008

Terrion Williamson	Teaching Time Spent on Subject Matter 75%
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Departmental Home: African American and African Studies

Tenure Status: Assistant Professor

Educational History: Ph.D. American Studies and Ethnicity, University of Southern California, 2011
M.A. American Studies and Ethnicity, University of Southern California, 2008

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Scandalize My Name: Black Feminist Practice and the Making of Black Social Life. Williamson, Terrion, Fordham University Press, Author, 2016.
Coming Up 'Down the Hill' on Peoria's South Side: Williamson, Terrion, Belt Magazine, 2016

Courses:
 AFRO 3910 Topics in African American and African Studies
 GWSS 8260 Seminar: Race, Representation and Resistance

Research and Teaching Specialties:
 Black feminist theory Media studies
 Black cultural studies Racialized gender violence.

Dissertations and Theses Supervised:

Distinctions:
 2016 Fintz Award for Teaching Excellence in the Arts and Humanities

David Wilsey	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Humphrey School of Public Affairs

Tenure Status: Lecturer

Educational History: Ph.D. University of Florida, 2008

Languages

Overseas Experience: Mexico **Research:** Yes **Teaching:** Yes
 Guatemala
 Ecuador

Recent Publications
 Butler, M., Gering, E., & Wilsey, D. (2017). Guiding local tourism entrepreneurs interested in ecotourism: A tool for extension facilitators. *Journal of Extension* , 55(5).

Courses:
 MDP 5001 Ways of Knowing and Sustainable Livelihoods
 MDP 5200 Capstone Workshop in Development Practice

Research and Teaching Specialties:
 Economic development Rural development
 International development Sustainable development

Dissertations and Theses Supervised:

Distinctions:
 2016-2017 Outstanding Advising and Mentoring Award presented by the Council of Graduate Students

Michael Wilson	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Anthropology

Tenure Status: Associate Professor

Educational History: Ph.D. Harvard University, 2001
A.B. University of Chicago, 1992

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Barbian, H. J., Li, Y., Ramirez, M., Klase, Z., Lipende, I., Mjungu, D., ... Hahn, B. H. (2018). Destabilization of the gut microbiome marks the end-stage of simian immunodeficiency virus infection in wild chimpanzees. *American journal of primatology*, 80(1),

Courses:
ANTH 8213 Ecological Anthropology

Research and Teaching Specialties:
Primate behavior and ecology
Warfare and human evolution

Dissertations and Theses Supervised: 1

Distinctions:
Visiting Scholar, University of Montpellier-2, Montpellier, France., 2013-2014

Josef Woldense	Teaching Time Spent on Subject Matter 100%
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Departmental Home: African American and African Studies

Tenure Status: Assistant Professor

Educational History: Ph.D. Political Science, Indiana University, Bloomington, Indiana, 2016

Languages German(4), Tigrinya(3)

Overseas Experience: Ethiopia **Research:** Yes **Teaching:** Yes
 Eritrea

Recent Publications
"The Ruler's Game of Musical Chairs: Shuffling During Haile Selassie's Reign." *Social Networks* (Forthcoming)
"The Ethiopian People's Revolutionary Democratic Front: Authoritarian Resilience and IntraParty Dynamics" (with Leonardo Arriola, Terrence Lyons and Seife Ayalew)
Ruling Coalitions, Political Survival and the Last Emperor of Ethiopia, Indiana University, 2016

Courses:
AFRO 1021 Introduction to Africa AFRO 3135 Political Dynamics in the Horn of Africa
AFRO 3131 Peace & Conflict in 21st Century Africa AFRO 4478 Contemporary Politics in Africa

Research and Teaching Specialties:
African Politics Authoritarian Regimes
Comparative Politics Social Network Analysis
Public Policy Organizational Theory

Dissertations and Theses Supervised:

Distinctions:
President's Diversity Dissertation Fellowship (2014-2015). Dissertation Fellowship offered through Indiana University

Thomas C. Wolfe	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Institute for Global Studies, History, European Consortium
Tenure Status: Associate Professor

Educational History: PhD University of Michigan, 1997
 MA Columbia University
 BA University of Pennsylvania

Languages German(3), French(4), Russian(4)
Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Wolfe, T. C., & Pickles, J. (2013). Social justice, social science, and the complexities of postsocialism. In *Postcommunism from Within: Social Justice, Mobilization, and Hegemony* (pp. 95-134). New York University Press.
 Wolfe, T. C. (2011). Anthrohistory and Phantom Limb Syndrome: Transdisciplinarity in a Disciplinary World. *Anthrohistory: Unsettling Knowledge and the Question of Discipline*.

Courses

HIST 8015 - Scope and Methods of Historical Studies	HIST 5251 - Seminar in Socialism/Post-socialism
HIST 3705 -- From Printing Press to Internet	GLOS 3143 - Living in the Global
HIST 3010 - Perfect Worlds	GLOS 3900 - Exploring Activism

Research and Teaching Specialties

History of media and communications	European Union	Soviet Union
Pragmatism	Post-communist Russia	Michel Foucault, governmentalist

Dissertations and Theses Supervised:

Distinctions

2011 Council of Graduate Students Outstanding Faculty Award

John Wright	Teaching Time Spent on Subject Matter 75%
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Departmental Home: English; African American and African Studies
Tenure Status: Professor

Educational History: Ph.D. University of Minnesota, 1977
 B.E.E. University of Minnesota, 1968

Languages
Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

"Michael Harper's High Modes: the Burden of Metaphor and the Rites of Memory." In Celebrating Michael S. Harper: A Special Issue, *Journal of Ethnic American Literature* 6 (2016): 105-130.
 "The Confederacy of Sages and the Agon of Black Power: Ellison's Hidden Heart." *American Studies* 54.3 (2015): 63-82.
 "Race Ritual Then and Now: Bridging the Transcendental Dialectics of Kenneth Burke, Ralph Ellison, and Barack Obama." In Bryan Crable, ed. *Transcendence by Perspective: Meditations on and with Kenneth Burke*. Anderson, S. Carolina: Parlour Press 2014, pp. 33-65.

Courses:

AFRO 5932 The Production of Knowledge, Negotiating the Past, and the Writing of African Histories
 ARTH 5655 African American Cinema
 HIST 3456 Social and Intellectual Movements in the African Diaspora

Research and Teaching Specialties:

American and Afro-American literature	Langston Hughes
Feminist criticism	Harlem Renaissance

Dissertations and Theses Supervised:

Distinctions:

Imagine Fund Annual Award (2016-17): African American cinema history research project
 Grant-in-Aid 2013 Award [2014-15] for "Science, Race Elevation, and the Dialectics of Chess and Mancala in the Anglo-African Imagination,"

Mary Zellmer-Bruhn	Teaching Time Spent on Subject Matter
	50%

Departmental Home: Carlson School of Management

Tenure Status: Associate Professor

Educational History: Ph.D. Organizational Behavior Univ. of Wisconsin 1999
M.S. Management Univ. of Wisconsin 1993

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Yu, L. & Zellmer-Bruhn, M.* 2017. Introducing team mindfulness and considering its safeguard role against conflict transformation and social undermining. Academy of Management Journal, April 17, 2017.

Courses:

MGMT 6310 Cross-Cultural Management: Developing Intercultural Competence

Research and Teaching Specialties:

Team composition and performance	Team Mindfulness
Cross-cultural teamwork and global teams	Knowledge Processes in Teams

Dissertations and Theses Supervised: 2

Distinctions:

Carlson School of Management Outstanding Faculty Service Award, 2012

Ann Ziebarth	Teaching Time Spent on Subject Matter
	25%

Departmental Home: Design, Housing and Apparel

Tenure Status: Professor

Educational History: Ph.D. Louisiana State University, 1988
M.P.A Harvard University, 1982
B.S. University of Minnesota, 1975

Languages

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Gkartzios, M. & Ziebarth, A. (2016). Brown, D.L. & Shucksmith (Ed). International Handbook of Rural Studies. (pp.495-508). New York: Routledge.

Courses:

HSG 4465 Housing in a Global Perspective

Research and Teaching Specialties:

Housing Issues in Small Towns & Rural Places	Migrant Worker Housing
Housing Policy	Employer Assisted Housing
Rural Sociology	Workforce Housing and Rural Health Care Providers

Dissertations and Theses Supervised:

Distinctions:

2016 Housing Impact Award from the Housing Education and Research Association (HERA).

Language Faculty CVs

African Studies NRC and FLAS
University of Minnesota

Hakim Abderrezak	Teaching Time Spent on Subject Matter 100%
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Departmental Home: French & Italian

Tenure Status: Associate Professor

Educational History: Ph.D., Northwestern University, 2006
BA, MA, Université de Rouen

Languages: French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:
Ex-Centric Migrations: Europe and the Maghreb in Mediterranean Cinema, Literature, and Music . Indiana
 Indiana University Press, 2016
 "L'intégration sens dessus dessous: Il était une fois dans l'Oued de Djamel Bensalah." *Les écrans de l'intégration*
 (2015): 93-111.

Courses: FREN 3451 North African Cinema FRIT 3851 France, Italy and North Africa in Films
 FREN 3471 Francophone African Literature and Culture FREN 3479 Francophone Writers of the African Diaspora

Research and Teaching Specialties:
 Mahgrebi and Beur Literature, Cinema and Music The Contemporary Western Mediterranean
 Representations of Clandestine Migrations in Arabic, French and Spanish Francophone Studies

Dissertations and Theses Supervised: 1

Distinctions
 Imagine Fund Award, Fall 2016

Said Ahmed	Teaching Time Spent on Subject Matter 100%
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Departmental Home: African American & African Studies

Tenure Status: Teaching Specialist

Educational History: M.A. ESL Teaching, Hamline University, 2004

Languages: Somali(4), Arabic(4)

Overseas Experience: Kenya **Research:** Yes **Teaching:** Yes

Recent Publications
 Lion's Share, the travels of Egal Shidaad, Aqoon iyo Afgarad co-writer, Hadaaq children's Magazine, 2007

Courses:
 SMLI 1221 Beginning Somali I SMLI 1226 Accelerated Beginning Somali II
 SMLI 1222 Beginning Somali II SMLI 3227 Intermediate Somali I
 SMLI 1225 Accelerated Beginning Somali I SMLI 3228 Intermediate Somali II

Research and Teaching Specialties:
 African languages (Somali) Translating and Interpreting
 ESL teaching

Dissertations and Theses Supervised: 0

Distinctions:
 2011-present member of Cross border Somali Language commission,
 McKnight Award 2005

Sophia Beal	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Spanish and Portuguese

Tenure Status: Associate Professor

Educational History: Ph.D. Brown University, 2010
B.A. Columbia University, 2004

Languages Portuguese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Brasil em construção: as obras públicas na literatura do século XX. Beal, Sophia, Editora Zouk, Author, 2017.
Espaços movediços e conflitantes na Manaus de Milton Hatoum. University of São Paulo, Revista Teresa, 17 71-86, 2016
Milton Hatoum’s Amazon Theater: Unsettling an Icon: Beal, Sophia, Romance Notes, 56.2 187-198, 2016.

Courses: PORT 3501W Global Portuguese 1300-1900
 PORT 3502W Global Portuguese 1900-Present
 PORT 5530 Brazilian Literary and Cultural Studies

Research and Teaching Specialties Brazilian Literature and Cultural Studies Urban Studies
 Lusophone-African Literature and Cultural Studies Postcolonial Studies

Dissertations and Theses Supervised:

Distinctions

UMN College of Liberal Arts Talle Faculty Research Award, January 1, 2017 - December 31, 2019

Maria M. Brewer	Teaching Time Spent on Subject Matter 50%
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Departmental Home: French & Italian

Tenure Status: Associate Professor

Educational History: Ph.D. Yale University
MA SUNY Buffalo
B.A. University of Witwatersrand, Johannesburg

Languages French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

“Thresholds of New African Dramaturgies in France Today,” in *Rethinking African Cultural Productions*, eds. Frieda Ekotto and Kenneth Harrow. Bloomington: Indiana University Press, 2015. 30 pp

Courses: FREN 3620 Dramas of Culture: 20th-Century French and Francophone Theater
 FREN 8270 Critical Issues: Prose

Research and Teaching Specialties 20th-century French literature and culture The invention of childhood
 Claude Simon Literary history and critical theory
 Interculturalism and performance in France Narrative and cultural memory

Dissertations and Theses Supervised: 2

Distinctions

Graduate School Arts and Humanities ‘Best Dissertation’ subcommittee, Spring 2007-13, 2015, 2016

Adolfo Carrillo Cabello	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Language Center, College of Liberal Arts

Tenure Status: Education Specialist

Educational History: PhD in Applied Linguistics and Technology, Iowa State University
MA in Teaching English as a Second Language, Minnesota State University, Mankato
Licenciatura en Lenguas Modernas, Benemérita Universidad Autónoma de Puebla, Puebla, Mexico

Languages: Spanish (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 (2017). Development of language learner autonomy in adaptive learner systems. CALICO monograph on Learner Autonomy and Web 2.0. Lewis, T., Rivens Mompean, A., & Cappellini, M. (Eds.). Calico Journal
 (2016). L2 Collaborative E-writing. Procedia – Social and Behavioral Sciences, 228 (2016), 601-607.
 Professional development in Language Learning Centers: Approaches and guidelines for design and implementation. In B. Lavolette & E. Simone (Eds.), The Language Center Handbook.
 International Association for Language Learning Technology.

Courses:

Research and Teaching Specialties: Language Acquisition and technology

Dissertations and Theses Supervised: 0

Bruno Chaouat	Teaching Time Spent on Subject Matter 50%
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Departmental Home: French & Italian

Tenure Status: Professor

Educational History: PhD, French literature, Emory University

Languages: French (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 Is Theory Good for the Jews? French Thought and the Challenge of the New Antisemitism, Liverpool University Press, 2016
 “Les Juifs ont-ils viré à droite?” *L’Arche*, Paris, forthcoming 2011
 Du négationnisme au négationnisme, *L’Arche*, Paris, September 2010
 “La Place de l’Etoile, quarante ans après”, *Lectures de Modiano*, ed. Roger-Yves Roche, Editions Cécile Defaut, 2009

Courses: The Holocaust in France: Testimony, Fiction, Theory
 Jews in Modern France
 Remnants of the Epic (French 20th Century Prose)
 What is Terrorism: From Russian Nihilists to Al-Qaeda

Research and Teaching Specialties: Holocaust studies 20th century novel
 Ethics and literature Literary theory

Dissertations and Theses Supervised: 3

Distinctions:

Dora Dias	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Spanish and Portuguese

Tenure Status: Teaching Specialist

Educational History: M.A. University of Minnesota, 2009
B.A. Rutgers, The State University of New Jersey, 2005

Languages Portuguese(4), Spanish(4)

Overseas Experience: **Research:** No **Teaching:** Yes

Recent Publications

Courses:

PORT 1101 Beginning Portuguese	PORT 1104 Intermediate Portuguese
PORT 1102 Beginning Portuguese	PORT 3001 Portuguese for Spanish Speakers
PORT 1103 Intermediate Portuguese	PORT 3002 Business Portuguese for Spanish Speakers

Research and Teaching Specialties Teaching Portuguese

Distinctions

Hossam Elsherbiny	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages and Literatures

Tenure Status: Lecturer

Educational History: Ph.D. in Linguistics, Ain Shams University, Egypt

Languages Arabic(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: ARAB 1011-1012, 3011, 3012, 3811, 3812

Research and Teaching Specialties: Teaching Arabic and Colloquial Egyptian

Dissertations and Theses Supervised:

Distinctions:

Lorenzo Fabbri	Teaching Time Spent on Subject Matter 75%
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Departmental Home: French and Italian

Tenure Status: Assistant Professor

Educational History: Ph.D. Cornell University, 2013
M.A. Cornell University, 2012

Languages Italian(4), French(3), Ancient Greek(2), Latin(2)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 "Review of Luca Caminati's *Roberto Rossellini documentarista. Una cultura della realta*" in *Journal of Italian Cinema and Media Studies*, 2014.
 "And Since the Italians Are Always One Step Ahead of Us. Italian Thought between Ontological Weakness and Governmentality," in *Res Publica: Revista de Filosofía Política*, 29 (2013).

Courses:
 FREN 8230 Critical Issues: Criticism and Thought
 ITAL 3850 Topics in Italian Cinema

Research and Teaching Specialties
 Contemporary Italian Studies
 Film Theory
 Postcolonial Critique

Distinctions
 Member of the advisory board for the *American Journal of Mediterranean Studies*, 2014

Joseph Farag	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Asian Languages & Literatures

Tenure Status: Assistant Professor

Educational History: PhD in English , Queen Mary, University of London
MA in Cultural Analysis and Social Theory, Wilfrid Laurier University
MA in Near and Middle Eastern Studies, SOAS, University of London

Languages Arabic (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications Palestinian Literature in Exile: Gender, Aesthetics, and Resistance in the Short Story (London: I.B. Tauris, 2016)
 "Unacknowledged Pioneer: Gender, Nation, and Class in the Short Stories of Samīrah ‘Azzām." *Journal of Arabic Literature* 45-1 (2014): 83-103

Courses: ALL 5866 – Gender and Sexuality in the Modern Arabic Novel
 ALL 3856 – Palestinian Literature and Film
 ALL 3920 – Topics in Asian Studies "Arab American Experiences"
 ALL 3920 – Topics in Asian Studies "Orientalism and the Arab World"

Research and Teaching Specialties: Middle East Arab Literature and Film
 Lebanon Palestinian Culture and Literature

Dissertations and Theses Supervised: 0

Distinctions:

Ana Paula Ferreira	Teaching Time Spent on Subject Matter 75%
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Departmental Home: Spanish and Portuguese

Tenure Status: Professor

Educational History: Ph.D. New York University, New York, NY, 1989
M.A. New York University, New York, NY, 1982

Languages Spanish(4), Portuguese(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 Ferreira, A. P. (2016). Articulações para um pós-colonialismo em calão do Sul global. In A. S. Ribeiro, & R. Margarida Calafate (Eds.), *Geometrias da memória: Configurações pós-coloniais* (pp. 145-165). Porto: Afrontamento.
 Amaral, A. L., Freitas, M., & Ferreira, A. P. (2015). Introduction: New Portuguese letters to the world. In *New Portuguese Letters to the World: International Reception* (Vol. 5, pp. 1-10). Peter Lang AG.

Courses:
 PORT 3800 Film Studies in Portuguese PORT 5520 Portuguese Literary and Cultural Studies
 SPPT 5930 Selected Topics in Hispanic and Lusophone Cultural Discourse

Research and Teaching Specialties
 Portuguese, Brazilian, and Lusophone African literatures Feminist and gender studies
 Globalism Neo-realism Colonialism

Dissertations and Theses Supervised: 5

Distinctions
 2018 The Interdisciplinary Collaborative Workshop Grant Award

Tara Fortune	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Center for Advanced Research on Language Acquisition

Tenure Status: Program Director Professional Development Project

Educational History: Ph.D., Second Languages & Cultures, University of Minnesota

Languages Chinese (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
 Assessing and exploring the oral proficiency of early total Mandarin immersion learners.
Annual Review of Applied Linguistics, 37, 264–287.
 Academic achievement and language development in early total Chinese immersion education.
Journal of Immersion and Content-Based Language Education, 4(2), 168-197.

Courses:

Research and Teaching Specialties: proficiency assessment and program evaluation
 bilingual and language immersion education
 bilingual and immersion teacher development
 Chinese language and literacy acquisition in Mandarin immersion

Dissertations and Theses Supervised: 0

Distinctions:
 2017Cretin-Derhamn Hall Carondelet Award in recognition of Outstanding Professional Contributions to Second Language Education

Monica Frahm	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Language Center

Tenure Status: Program Director Language Testing Program

Educational History: Ph.D. German, University of Minnesota

Languages: German (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications What Happens to Student Performance When Proficiency Assessments Become Optional?"
Minnesota Council on the Teaching of Languages and Cultures (MCTLC),
Brooklyn Center, Minnesota, co-authored with Elaine Tarone and Ursula Lentz

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

Michelle Hamilton	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Spanish & Portuguese Studies

Tenure Status: Professor

Educational History: Ph.D. UC Berkeley, 2001
M.A. University of California, Davis, 1995
B.A. University of Texas, Austin, 1991

Languages: Spanish(4), Arabic(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
"Spanish Philology and the Arab Past: A Case Study" *Digital Philology* 4.1 (2015): 1-25.
Beyond Faith: Belief, Morality and Memory in a Fifteenth-Century Judeo-Iberian Literary Manuscript . Leiden: Brill, 2014.

Courses:
SPAN 1904 Topics: Freshman Seminar
SPAN 3910 Topics in Spanish Peninsular Literature
SPAN 5160 Medieval Iberian Literatures and Cultures

Research and Teaching Specialties
Cultural Contact in Medieval Iberia Hebrew and Arabic cultures of Europe
Literary Theory and Cultural Studies The Medieval Mediterranean and its Legacy

Dissertations and Theses Supervised: 3

Distinctions
2014 Summer European Studies Consortium-Global Studies UMN

Rasha El Helw	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages & Literatures

Tenure Status: Teaching Specialist

Educational History: MA in Education, University of Minnesota

Languages: Arabic(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: ARAB 1101-1102, 3101-3102

Research and Teaching Specialties:
Teaching Arabic Arabic K-12 education

Dissertations and Theses Supervised:

Distinctions:

Mohammed Hussain	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages & Literatures

Tenure Status: Teaching Specialist

Educational History: Master of Second Language Teaching, Utah State University

Languages: Arabic(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: ARAB 1011, 1012, 3011, 3012

Research and Teaching Specialties:
Teaching Arabic as foreign language Teaching English
Arabic sociolinguistics

Dissertations and Theses Supervised:

Distinctions:

Marlene Johnshoy	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Center for Advanced Research on Language Acquisition

Tenure Status: Online Education Program Director

Educational History: MA, Hispanic Linguistics, University of Minnesota

Languages: Spanish (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses: CARLA Summer Institute Using Technology in the Second Language Classroom
CARLA Summer Institute Using the Web for Communicative Language Learning

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Distinctions:

2017 Ruth Trometer Lifetime Achievement Award, International Association for Language Learning and Technology

Raul A Marrero-Fente	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Spanish & Portuguese

Tenure Status: Professor

Educational History: Ph.D.: Hispanic Literatures, University of Massachusetts, Amherst, 1997.
M.A.: Hispanic Literatures, University of Massachusetts, Amherst, 1995.
J.D.: Law, University of Camaguey, Cuba, 1985.

Languages: Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications:

Gender and the Politics of Literature: Gertrudis Gómez de Avellaneda. Marrero-Fente, Raul, María C. Albin, Megan Corbin,
Hispanic Issues On Line, Co-Author, 2017

Poesía épica colonial del siglo XVI. Historia, teoría y práctica. Marrero-Fente, Raul, Iberoamericana/Vervuert, Author, 2017.

Courses:

GLOS 3970 Topics in African Area Studies	SPAN 3290 Topics in Spanish-American Literature
SPAN 3221 Colonial Discourses: Empire and Early Modernity	SPAN 5560 Global Colonial Studies in the Hispanic World
SPAN 3222 Interpreting Modern and Contemporary Latin America	

Research and Teaching Specialties:

Trans-Atlantic Studies	Africa	Cultural Studies
Colonial Latin America literature and culture	Colonial/Postcolonial studies	Global studies

Dissertations and Theses Supervised: 3

Distinctions:

Marilena Mattos	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Spanish & Portuguese

Tenure Status: Senior Teaching Specialist

Educational History: M.A. University of Minnesota, 1995
B.A. Universidad Federal Fluminense, Niteroi, RJ, Brazil 1982

Languages Portuguese(4), Spanish(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:
SPAN 1004, PORT 3003, 1101, 1102, 1103, 1104

Research and Teaching Specialties Spanish and Portuguese Language Acquisition

Distinctions
Member of the American Association of Teacher of Spanish and Portuguese (AATSP)

Angaluki Muaka	Teaching Time Spent on Subject Matter 100%
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Departmental Home: African American & African Studies

Tenure Status: Teaching Specialist

Educational History: MA in Near Eastern Languages and Cultures, UCLA 1992

Languages Swahili(4), Luhya(4), Arabic(4), Spanish(3)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications
Manuscript for beginning level Swahili as a foreign language text (in progress)
A Multidimensional Approach to the Teaching & Learning of Swahili as a Foreign Language
University of Wisconsin, Madison. 2006, 289pp; A text for Intermediate Swahili

Courses:
SWAH 1221 Beginning Swahili, Semester I SWAH 3226 Intermediate Swahili II
SWAH 1222 Beginning Swahili II SWAH 3425 Advanced Swahili
SWAH 3225 Intermediate Swahili

Research and Teaching Specialties:
Swahili teaching African diasporic studies Translating and Interpreting

Dissertations and Theses Supervised:

Distinctions:

Kate Paesani	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Center for Advanced Research on Language Acquisition

Tenure Status: Director

Educational History: Ph.D., French Linguistics, Indiana University

Languages: French (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

2016 Paesani, K., Allen, H. W., & Dupuy, B. A multiliteracies framework for collegiate foreign language teaching. Upper Saddle River, NJ: Pearson.
 Barrette, C. M., & Paesani, K. Conceptualizing cultural literacy through student learning outcomes assessment. Foreign Language Annals, 51(2).
 Paesani, K. Redesigning an introductory language program: A backward design approach. L2 Journal, 9(1), 1-20.

Courses:

Research and Teaching Specialties: Applied Linguistics Second Language Education

Dissertations and Theses Supervised: 2

Distinctions:

Dan Soneson	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Language Center

Tenure Status: Director

Educational History: Ph.D, German Studies, Indiana University
M. A. Indiana University, (Religious Studies)

Languages: German (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

(2018). Picking up the PACE: Proficiency assessment for curricular enhancement. In Winke, P., & Gass, S. (Eds.) Foreign Language Proficiency in Higher Education. Springer: New York.
 Arabic proficiency improvement through a culture of assessment. In Winke, P., & Gass, S. (Eds.) Foreign Language Proficiency in Higher Education. Springer: New York.
 (2018). Developing Responsible Global Citizenship Through Cultures and Languages Across the Curriculum (CLAC) Selected Papers from the 2016 CLAC Conference. Minneapolis: University of Minnesota Center for Advanced Research on Language Acquisition.

Courses:

Research and Teaching Specialties:

Dissertations and Theses Supervised: 0

Katrien Vanpee	Teaching Time Spent on Subject Matter 100%
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Departmental Home: Asian Languages and Literatures

Tenure Status: Lecturer and Director of Arabic Language Instruction

Educational History: Ph.D.: Arabic (Literature & Linguistics), Georgetown University, 2014.
M.A.: Arab Studies, Georgetown University, 2007.

Languages Arabic(4), Dutch(4), French(3), German(3), Italian(3)

Overseas Experience: Yes **Research:** Yes **Teaching:** Yes

Recent Publications

“Arabic Proficiency Improvement through a Culture of Assessment,” K. Vanpee and D. Soneson in: University-Level Foreign Language Proficiency: Goals, Assessment and Articulation (forthcoming: Springer, 2018).
Foreign Language Proficiency: Goals, Assessment and Articulation (forthcoming: Springer, 2018).

Courses:

ALL 3832 The Politics of Arabic Poetry	ARAB 5040 Readings in Arabic Texts
ARAB 3290 Arabic Language Teaching Tutorial	ARAB 5102 Advanced Arabic II
ARAB 5101 Advanced Arabic I	

Research and Teaching Specialties:

Teaching Arabic as a Foreign Language	Cultural heritage of the Arabian Peninsula	
Pre-Islamic, classical and modern Arabic poetry	Gulf Studies	Nabati poetry

Dissertations and Theses Supervised:

Distinctions:

Ioana Vartolomei Pribiag	Teaching Time Spent on Subject Matter 75%
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Departmental Home: French and Italian

Tenure Status: Assistant Professor

Educational History: Ph.D. and M.A.: Romance Studies, Cornell University, Ithaca, NY, 2014; 2010.

Languages French(4), Italian(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Vartolomei Pribiag, Ioana Gabriela. "Politics and Its Others: Jacques Rancière's Figures of Alterity." *Philosophy Today* 63 (forthcoming 2019)
Vartolomei Pribiag, Ioana Gabriela. "Radical History and the Politics of Art by Gabriel Rockhill (review)." *SubStance* 46 (2017): 178-183

Courses:

FREN 3431 Gender and Sexuality in Francophone Literature and Cinema	FREN 5470 Post/Colonial Francophone Literatures
FREN 4101V Honors: Seminar in French Studies	

Research and Teaching Specialties:

Francophone literature and film	Politics and Aesthetics
Postcolonial Studies	

Dissertations and Theses Supervised: 2

Distinctions:

2015-16 Aldous Innovation Fund for Poetic Worlds

Pablo Viedma	Teaching Time Spent on Subject Matter 50%
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Departmental Home: Language Center

Tenure Status: Teaching Specialist

Educational History: MA, Illinois State

Languages: Spanish (4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Courses:

Research and Teaching Specialties:
Spanish Language Acquisition

Dissertations and Theses Supervised:

Distinctions:

Christophe Wall-Romana	Teaching Time Spent on Subject Matter 50%
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Departmental Home: French and Italian

Tenure Status: Associate Professor

Educational History: Ph.D., French, University of California, Berkeley, 2005
MA, University of California, Berkeley, 2000
BA, University of California, Berkeley, 1999

Languages: French(4)

Overseas Experience: **Research:** Yes **Teaching:** Yes

Recent Publications

Wall-Romana, C. (2017). Arthur Rimbaud's Poem 'H': A New Exegesis through Restif de la Bretonne. *French Studies Bulletin*, 38(143), 30-33

Courses:

FREN 4101W Seminar in French Studies FREN 8240 Critical Issues: French and Francophone Cinema
FREN 5301 Critical Issues in French Studies

Research and Teaching Specialties France's colonial amnesia Media history

Dissertations and Theses Supervised: 0

Distinctions

American Council of Learned Societies Research Grant 2015

Position Description: Assistant Professor
Global Health - Africa

African Studies NRC
University of Minnesota

DRAFT JOB DESCRIPTION
Global Health - Africa
Tenure track position
College of Liberal Arts, University of Minnesota

The College of Liberal Arts at the University of Minnesota will invite applications for a full-time, nine-month tenure track appointment at the rank of assistant professor in the broad field of Global Health - Africa. The search is open with respect to discipline, but we particularly welcome applications from scholars in the fields of anthropology, sociology, gender studies, or geography. Appointments will begin fall semester 2019.

Successful candidates will evidence a pronounced interdisciplinary stance in their scholarship. We encourage applications from scholars whose work addresses the meanings, practices, and politics of global health within the broader processes, structures, and inequalities of globalization within the African context. The broad scope of this search is meant to indicate our interest in candidates with innovative and interdisciplinary research agendas that would supplement and enhance existing research and teaching in the field of Global Health.

Required qualifications: Ph.D. or terminal degree in the appropriate field is required by the start of the appointment. The successful candidate(s) will show a strong commitment to interdisciplinary scholarship and teaching.

Preferred qualifications: Candidates will be evaluated according to: a) overall quality of their academic preparation and scholarship, b) relevance of their research to the units' academic priorities, c) evidence of commitment to teaching, and d) strength of recommendations.

Duties & Responsibilities: Faculty in the College of Liberal Arts are expected to maintain an active program of scholarly research and publication or other creative work, active engagement in graduate and undergraduate teaching and advising, and service. The tenure home will be determined by the chosen candidate, in consultation with the respective unit head(s) and the appropriate CLA associate dean(s).

The University recognizes and values the importance of diversity and inclusion in enriching the employment experience of its employees and in supporting the academic mission. The University is committed to attracting and retaining employees with varying identities and backgrounds.

The University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. To learn more about diversity at the U: <http://diversity.umn.edu>.

Appendix II: UMN Course List

African Studies NRC and FLAS
University of Minnesota

Dept/ Course Number/Course Title		Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
		Credits					
Academic Health Center (AHC)							
AHS 1600	<i>The Future Physician I: Medicine in the 21st Century</i>	300	0	x	x	50%	
AHS 1601	<i>The Future Physician II</i>	143	0	x	x	50%	
Accounting (GSOM)							
ACCT 5310	<i>International Accounting</i>		23	x	x	25%	
ACCT 6075	<i>Managing the Global Corporate Tax Rate</i>	55				25%	
African American and African Studies (CLA)							
AFRO 1011	<i>Introduction to African American Studies</i>	26	0	x	x	50%	
AFRO 1012	<i>Black Worlds in Global Perspective: Challenges and Changes</i>					100%	
AFRO 1021	<i>Introduction to Africa</i>			x	x	100%	
AFRO 1023W	<i>Introduction to African World Literature</i>	25	0			100%	
AFRO 3001	<i>West African History: Early Times to 1800</i>			x	x	100%	
AFRO 3002	<i>West African History: 1800 to Present</i>	11	0	x	x	100%	x
AFRO 3006	<i>Impact of African Migrations in the Atlantic World</i>	6	0	x	x	100%	
AFRO 3103	<i>World History and Africa</i>					100%	
AFRO 3108	<i>Black Music: A History of Jazz</i>	23	0	x	x	75%	
AFRO 3112	<i>In the Heart of the Beat: the Poetry of Rap</i>	18	0			25%	
AFRO 3120	<i>Social and Intellectual Movements in the African Diaspora</i>	28	0	x	x	75%	x
AFRO 3131	<i>Peace & Conflict in 21st Century Africa</i>	9	0			100%	
AFRO 3135	<i>Political Dynamics in the Horn of Africa</i>			x	x	100%	
AFRO 3205	<i>History of South Africa from 1910</i>	5	0	x	x	100%	x
AFRO 3431	<i>Early Africa and Its Global Connections</i>	8	0	x	x	100%	x
AFRO 3432	<i>Modern Africa in a Changing World</i>	9	0	x	x	100%	x
AFRO 3433	<i>Economic Development in Contemporary Africa</i>	17	0	x	x	100%	x
AFRO 3436	<i>Contemporary African Conflicts: From Somalia to South Africa</i>	19	0	x	x	100%	x
AFRO 3601W	<i>African Literature</i>			x	x	100%	
AFRO 3625W	<i>Women Writers of Africa and the Diaspora</i>					50%	
AFRO 3654	<i>African Cinema</i>	24	0			100%	

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN African Studies NRC Appendix II, Page 1

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
AFRO	3910 Topics in African American and African Studies	1-3	10	0					varies	Willis
AFRO	3920 Topics in African Studies	3							varies	Vari
AFRO	4105 Ways of Knowing in Africa and the African Diaspora	3	14	0		x		x	100%	Brev
AFRO	4478 Contemporary Politics in Africa and the Colonial Legacy	3							100%	Wol
AFRO	4910 Topics in African American and African Studies	1-3							varies	Vari
AFRO	5101 Seminar: Introduction to Africa and the African Diaspora	3	1	5		x		x	100%	Onis
AFRO	5103 World History and Africa	3				x		x	100%	Vari
AFRO	5120 Social and Intellectual Movements in the African Diaspora	3				x		x	75%	May
AFRO	5191 Seminar: The African American Experience in South Africa	3				x		x	75%	Atkl
AFRO	5551 Methods: Use of Oral Traditions as Resources for History	3							75%	Coif
AFRO	5625 Women Writers of Africa and the Diaspora	3				x		x	50%	Vari
AFRO	5910 Topics in African American and African Studies	3				x			varies	Vari
AFRO	5932 The Production of Knowledge, Negotiating the Past & Writing of African Histories	3							100%	Writ
AFRO	8202 Seminar: Intellectual History of Race	2	0	9		x		x	75%	Brev
AFRO	8554 Seminar: Gender, Race, Nation & Policy - Perspectives Within the African Diaspora	3				x		x	25%	Vari
AFRO	8590 Figures in Contemporary Black Fiction	3							varies	Tay
AFRO	8802 Seminar: Orientalism	3							100%	Vari
AFRO	8910 Topics in Studies of Africa and the African Diaspora	3				x			100%	Gith
Agricultural, Food, and Environmental Education (CEHD)										
AFEE	3361 World Development Problems	3	22	0					100%	Plor
AFEE	5361 World Development Problems	3	0	1					100%	Plor
Agronomy and Plant Genetics (CFANS)										
AGRO	3203W Environment, Global Food Production, and the Citizen	3	38	0		x		x	50%	Vari
AGRO	3305 Agroecosystems of the World	3	11	0		x		x	75%	Vari
AGRO	4888 Issues in Sustainable Agriculture	2	14	0		x		x	25%	She
AGRO	5321 Ecology of Agricultural Systems	3	6	54		x		x	50%	Vari
American Studies (CLA)										

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN African Studies NRC Appendix II, Page 2

Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
AMST	1012 Migrants, Refugees, Citizens, and Exiles: The U.S. on an Immigrant Planet	3	27	0	x	x	25%	
AMST	1401 Comparative Genders and Sexualities	3	35	0	x	x	50%	
AMST	3114 America in International Perspective	3	73	0	x		50%	
AMST	4301 Workers and Consumers in the Global Economy	3	8	0			50%	
AMST	8288 Working in the Global Economy: Readings	3					50%	
<u>Animal Science (CFANS)</u>								
ANSC	3203W Environment, Global Food Production, and the Citizen	3	39	0	x	x	25%	x
<u>Anthropology (CLA)</u>								
ANTH	1003V Understanding Cultures: Honors	4	28	0	x	x	50%	x
ANTH	1003W Understanding Cultures	4	389	0	x	x	50%	x
ANTH	3003 Cultural Anthropology	3	134	0	x	x	50%	
ANTH	3005W Language, Culture, and Power	4	72	0	x	x	50%	
ANTH	3020 Topics in the Anthropology of Africa	3	18	0			100%	
ANTH	3021W Anthropology of the Middle East	3			x	x	25%	x
ANTH	3022W Anthropology of Dreaming and Myth	3	51	0			50%	
ANTH	3035 Anthropologies of Death	3	47	0	x	x	50%	
ANTH	3043 Art, Aesthetics, and Anthropology	3			x	x	50%	
ANTH	3046W Romance and Culture	3	37	0			25%	
ANTH	3242W Hero or Savage? Representations of NonWestern Peoples in the Movies	3	14	0	x	x	50%	
ANTH	3306W Medical Anthropology	3	140	0	x	x	50%	
ANTH	3980 Topics in Anthropology	3					varies	
ANTH	4003W Contemporary Perspectives in Cultural Anthropology	3	22	0	x	x	50%	
ANTH	4019 Symbolic Anthropology	3			x	x	50%	
ANTH	4025 Studies in Ethnographic Classics	3			x	x	25%	
ANTH	4031W Anthropology and Social Justice	4			x	x	50%	
ANTH	4035 Ethnographic Research Methods	3	15	4			50%	
ANTH	4049 Religion and Culture	3	18	0	x	x	50%	x
ANTH	4053 Economy, Culture, and Critique	3					50%	

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN African Studies NRC Appendix II, Page 3

Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
ANTH	4071 Race, Culture and Vision	3					25%	
ANTH	4075 Cultural Histories of Healing	3					50%	
ANTH	4121 Business Anthropology	3	23	0	x	x	25%	x
ANTH	5015W Biology, Evolution, and Cultural Development of Language	3	7	1			25%	x
ANTH	5021W Anthropology of the Middle East	3			x		25%	
ANTH	5031W Ethnographies of Science	3					50%	
ANTH	5128 Anthropology of Education	3			x		50%	x
ANTH	5221 Anthropology of Material Culture	3	8	1			50%	
ANTH	5980 Topics in Anthropology	3					varies	x
ANTH	5990 Topics in Archaeology	3					varies	x
ANTH	8120 Problems in Culture Change and Applied Anthropology	3-6					50%	
ANTH	8203 Research Methods in Social and Cultural Anthropology	3	1	19			50%	
ANTH	8205 Economic Anthropology	3					50%	
ANTH	8207 Political and Social Anthropology	3					50%	
ANTH	8213 Ecological Anthropology	3					50%	
ANTH	8215 Anthropology of Gender	3					50%	
ANTH	8510 Topics in Archaeology	3	0	6	x		varies	x
ANTH	8810 Topics in Sociocultural Anthropology	3	0	32	x		varies	
Applied Business (CSOM)								
ABUS	3510 Communicating Virtually Across Global Teams in Applied Business Settings	4	22	0	x	x	50%	
ABUS	4022W Management in Organizations	3	87	2	x	x	25%	
ABUS	4023W Communicating for Results	3	184	0	x	x	25%	
ABUS	4041 Dynamics of Leadership	3	148	0	x	x	25%	
ABUS	4701 Introduction to Marketing	3	98	1	x	x	25%	
Applied Economics (CFANS)								
APEC	1101 Principles of Microeconomics	4	308	0	x	x	25%	
APEC	1101H Principles of Microeconomics	4	58	0	x	x	25%	
APEC	1102 Principles of Macroeconomics	3	59	0	x	x	50%	

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UMN African Studies NRC Appendix II, Page 4

Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
APEC	1102H Honors: Principles of Macroeconomics	4						Ritt
APEC	3006 Applied Macroeconomics: Government and the Economy	3	109	0	x	x	50%	Vari
APEC	3007 Applied Macroeconomics: Policy, Trade, and Development	3	26	0	x	x	50%	Run
APEC	3061 Economic Development in Contemporary Africa	3	30	0	x	x	100%	Oke x
APEC	3071 Microeconomics of International Development	3	27	0	x	x	50%	Bell
APEC	3411 Commodity Marketing	3	58	0	x	x	50%	Vari
APEC	3611W Environmental and Natural Resource Economics	3	37	0	x	x	50%	Cog
APEC	4311 Tourism Development: Principles, Processes, Policies	3	34	0	x	x	50%	Gan
APEC	5321 Regional Economic Analysis	3	0	2		x	25%	Myk
APEC	5511 Labor Economics	3					25%	Ritt
APEC	5651 Economics of Natural Resource and Environmental Policy	3					50%	Cog
APEC	5721 Economies of Science and Technology Policy	3					50%	Par
APEC	5731 Economic Growth and International Development	3					50%	Smi
APEC	5751 Global Trade and Policy	3			x	x	50%	Smi
APEC	8601 Natural Resource Economics	3	0	7	x	x	50%	Pol
APEC	8701 Trade and Development I	2			x		50%	Smi
APEC	8702 Trade and Development II	3	0	6	x		50%	Smi
APEC	8703 Trade and Development III	3			x		50%	Gle
APEC	8704 Trade and Development IV	2			x		50%	Ken
Arabic (CLA)								
ARAB	1101 Beginning Arabic I	5	101	0	x	x	100%	Vari
ARAB	1102 Beginning Arabic II	5	73	0	x	x	100%	Vari
ARAB	3101 Intermediate Arabic I	5	53	0	x	x	100%	Vari
ARAB	3102 Intermediate Arabic II	5	43	0	x	x	100%	Vari
ARAB	3290 Arabic Language Teaching Tutorial	1	3	2	x	x	100%	Van
ARAB	3811 Egyptian Colloquial Arabic I	3	11	0	x	x	100%	Vari
ARAB	3812 Egyptian Colloquial Arabic II	3	6	0	x	x	100%	Vari
ARAB	3900 Topics in Arabic	3					100%	Vari
ARAB	4101 Beginning Arabic I for Graduate Student Research	5	2	4	x	x	100%	Vari

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN African Studies NRC Appendix II, Page 5

Dept/ Course Number/Course Title		Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
		Credits							
ARAB	4102 Beginning Arabic II for Graduate Student Research	5	0	4		x	x	100%	
ARAB	4121 Intermediate Arabic I for Graduate Student Research	5	0	2		x	x	100%	
ARAB	4122 Intermediate Arabic II for Graduate Student Research	5	0	3		x	x	100%	
ARAB	5040 Readings in Arabic Texts	3				x		100%	
ARAB	5101 Advanced Arabic I	4	12	3		x	x	100%	
ARAB	5102 Advanced Arabic II	4	9	3		x	x	100%	
Architecture (CD)									
ARCH	3312 Drawing Infrastructure	4	7	0				varies	
ARCH	3411V Architectural History to 1750	3	4	0		x	x	50%	x
ARCH	3411W Architectural History to 1750	3	120	0		x	x	50%	x
ARCH	3412 Architectural History Since 1750	3	159	0		x	x	50%	x
ARCH	3412H Honors: Architectural History Since 1750	3	4	0		x	x	50%	x
ARCH	3711V Honors: Environmental Design and the Sociocultural Context	3	9	0		x	x	50%	x
ARCH	3711W Environmental Design and the Sociocultural Context	3	141	0		x	x	50%	x
ARCH	3722 The City in Visual Culture	3	7	0				varies	
ARCH	4150 Topics in Architecture	1-4	3	0		x		varies	
ARCH	4410 Topics in Architectural History	1-4	21	0				varies	x
ARCH	4434 Contemporary Architecture	3				x	x	25%	
ARCH	4671 Historic Preservation	3	24	0				25%	x
ARCH	4674 World Heritage Conservation	3	3	0		x	x	25%	x
ARCH	5410 Topics in Architectural History	3	0	14		x		varies	x
ARCH	5412 Architecture: A Global and Cultural History	3	0	17		x	x	50%	
ARCH	5434 Contemporary Architecture	3						25%	
ARCH	5450 Topics in Architectural Theory	1-3	0	3		x		varies	
ARCH	5670 Topics in Historic Preservation	1-3						varies	
ARCH	5671 Historic Preservation	3	1	15			x	25%	x
ARCH	5711 Theory and Principles of Urban Design	3	0	21		x	x	25%	
ARCH	5750 Topics in Urban Design	1-4						varies	
ARCH	5756 Public Interest Design: Principles and Practices	3						50%	

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN African Studies NRC Appendix II, Page 6

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African *	Interdiscipl.
ARCH	8750 Topics in Urban Design	1-3					varies	
Art History (CLA)								
ARTH	1001 Introduction to Art History: Prehistoric to Contemporary	4	76	0	x	x	75%	Vari
ARTH	1002W Why Art Matters	4	51	0	x	x	50%	Vari
ARTH	1921W Introduction to Film Study	4	71	0	x	x	25%	Silb
ARTH	3015W Art of Islam	4	37	0	x	x	75%	Ash
ARTH	3182 Egypt and Western Asia: Art and Archaeology of Ancient Egypt and Western Asia	3	65	0			100%	Can
ARTH	3401 Art Now	3	30	0	x	x	50%	Bloc
ARTH	3434 Art and the Environment	3	59	0			50%	Bloc
ARTH	3464 Art Since 1945	3			x	x	50%	Cap
ARTH	3940 Topics in Art History	3	17	0	x		varies	Vari
ARTH	5655 African American Cinema	3	0	1			50%	Writ
ARTH	5950 Topics: Art History	3	28	8	x		varies	Hor
ARTH	8710 Seminar: Islamic Art	3					75%	Vari
ARTH	8950 Seminar: Issues in the History of Art	3	0	17			varies	Mar
Biology (CBS)								
BIOL	1050 Environmental Biology: Science and Solutions	3	129	0	x	x	25%	Vari
Business Law (CSOM)								
BLAW	3058 The Law of Contracts and Agency	4	248	2	x	x	25%	Vari
Center for Spirituality and Healing (AHC)								
CSPH	3301 Food Choices: Healing the Earth, Healing Ourselves	3	42	0	x	x	25%	Bre
CSPH	5115 Cultural Knowledge, Health, and Contemporary Cultural Communities	3	2	5	x	x	25%	Has
CSPH	5401 People, Plants, and Drugs: Introduction to Ethnopharmacology	3	14	3	x	x	25%	Vari
CSPH	5541 Emotional Healing & Happiness: Eastern and Western Approaches	2	6	8			50%	You
College of Food, Agriculture and Natural Resource Sciences (CFANS)								
CFAN	1902 Ways of Knowing and Science	3	38	0	x	x	25%	Has

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs. UMN African Studies NRC Appendix II, Page 7

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
CFAN	3500 International Field Studies Seminar	1-3	13		0		x		varies	
CFAN	3900 Topics in International Agriculture	1-4							varies	
CFAN	5500 International Field Studies Seminar	1-3							varies	
Communication Studies (CLA)										
COMM	3451W Intercultural Communication: Theory and Practice	3	50		0		x	x	50%	Vari
COMM	3452W Communication and the Intercultural Reentry	3			0		x	x	50%	Vari
COMM	3676W Communicating Terrorism	3	63		0		x	x	50%	Vari
COMM	4235 Electronic Media and Ethnic Minorities - A World View	3	29		0		x	x	50%	Ran
COMM	4404W Language Borderlands	3							50%	Vari
COMM	5110 Special Topics in Communication Theory	3	24		1				varies	Vari
COMM	5451W Intercultural Communication Processes	3	13		0				75%	Elia
COMM	8452 Seminar: Methods of Intercultural/Diversity Facilitation	3							75%	Vari
Cultural Studies and Comparative Literature (CLA)										
CSCL	1001 Introduction to Cultural Studies: Rhetoric, Power, Desire	3	365		0		x	x	25%	Stiff
CSCL	1101 Literature	4	347		0		x	x	50%	Vari
CSCL	1301W Reading Culture: Theory and Practice	3	131		0		x	x	50%	Vari
CSCL	1401W Reading Literature: Theory and Practice	3	237		0		x	x	50%	Vari
CSCL	1501W Reading History: Theory and Practice	3	87		0		x	x	50%	Vari
CSCL	3115 Cinema and Ideology	4	18		0		x		50%	Gar
CSCL	3130W Colonial and Postcolonial Literatures and Theory: 1700 to the Present	3			0		x		50%	Tag
CSCL	3176 Oppositional Cinemas	4	14		0		x		50%	Vari
CSCL	3311W Theories of Culture	3							25%	Vari
CSCL	3322 Visions of Nature: The Natural World and Political Thought	3					x	x	25%	Gill,
CSCL	3331 Science and Culture	3	55		0				50%	Bro
CSCL	3458W The Body and the Politics of Representation	3	116		0		x		50%	Vari
CSCL	3910 Topics in Cultural Studies and Comparative Literature	3	5		0				varies	Vari
CSCL	3910H Topics in Cultural Studies and Comparative Literature: Honors	3							varies	Vari
CSCL	5331 Discourse of the Novel	3							25%	Vari

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UMN African Studies NRC Appendix II, Page 8

Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.	
CACL	5401	Origins of Cultural Studies	3		x	x	25%	x	
CACL	5910	Topics in Cultural Studies and Comparative Literature	3-4	3	x		varies	x	
Curriculum and Instruction (CEHD)									
CI	1124	Global Stories of Education: Literature for Young Adults	3	180	x	x	25%		
CI	3613	Intercultural Communication and English Language Teaching	3	66	x	x	25%		
CI	5106	Multicultural Teaching and Learning in Diverse College Contexts	3	0	x	x	25%		
CI	5619	Teaching World Languages and Cultures in Elementary Settings	3	0	x	x	varies		
CI	5621	Culture as the Core in the Second Language Classroom	2	0	x		varies		
CI	5635	Culture and Diversity in Second Language Classrooms	3	0	x	x	varies		
CI	5641	Language, Culture, and Education	3	1			25%		
CI	5660	Special Topics in the Teaching of Second Languages and Cultures	1-4				varies		
CI	5746	Global and Multicultural Education in the Secondary Classroom	3	0	x	x	25%		
CI	8155	Immigrant Families and U.S. Schools	3				25%		
CI	8650	Seminar: Special Topics in Second Languages and Cultures Research	1-3				varies		
CI	8742	Seminar: Research in Social Studies Education	3		x	x	varies		
Dance (CLA)									
DNCE	1313	African Based Movement	1	25	x	x	100%		
DNCE	1351	African Diasporic Movement 1	1				100%		
DNCE	1352	African Diasporic Movement 2	1				100%		
DNCE	1353	African Diasporic Movement 3	1	12	x	x	100%		
DNCE	1354	African Diasporic Movement 4	1	4	x	x	100%		
DNCE	1500	Topics in Dance	1-3				varies		
DNCE	1911	Stories, Bodies, Border-Crossings	3				75%		
DNCE	3351	African Diasporic Movement 5	1				100%		
DNCE	3352	African Diasporic Movement 6	1				100%		
DNCE	3401W	Dance History 1	3	27	x	x	75%		
DNCE	3402W	Dance History 2	3	24	x	x	75%		
DNCE	3487W	Dance and Citizenship: Land, Migration, and Diaspora	3	6	x	x	50%		

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UMN African Studies NRC Appendix II, Page 9

Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.	
DNCE	3495 Dance and Global Tourism	3	6	0			50%		
DNCE	3500 Topics in Dance	1-3	14	0	x		varies		
DNCE	5493 Choreographing Social Justice: Staging "Equitable" Choreographies	3	12	0	x	x	50%		
DNCE	5495 Dance and Global Tourism	3					50%	x	
DNCE	5500 Topics in Dance	1-3	30	0			varies		
<u>Design (GD)</u>									
DES	3196 Field Study: National or International	1-10					varies		
DES	4165 Design and Globalization	3	31	0	x	x	50%		
DES	5165 Design and Globalization	3			x	x	50%	x	
DES	5196 Field Study: National or International	1-10					varies		
<u>Development Studies and Social Change (CLA)</u>									
DSSC	8111 Knowledge, Truth: Ways of Knowing in Development Studies and Social Change	3	0	14	x	x	25%		
DSSC	8211 Doctoral Research Workshop in Development Studies and Social Change	2	0	11	x	x	varies		
DSSC	8212 Doctoral Research Workshop in Development Studies and Social Change	1	0	11	x	x	varies		
DSSC	8310 Topics in Development Studies and Social Change	1-3	0	32	x		varies	varies	
<u>Economics (CLA)</u>									
ECON	1102 Principles of Macroeconomics	4	1168	1	x	x	50%		
ECON	1905 Freshman Seminar	3					varies		
ECON	3102 Intermediate Macroeconomics	4	348	0	x	x	50%		
ECON	3960 Topics in Economics	3	140	0	x		varies		
ECON	4108 Advanced Game Theory and Applications	4	36	0	x	x	25%		
ECON	4331W Economic Development	3	197	0	x	x	50%		
ECON	4337 Comparative Economic Systems	3	95	0	x	x	50%		
ECON	4401 International Economics	3	35	0	x	x	50%		
ECON	4431W International Trade	3	118	0	x	x	50%		
ECON	4432W International Finance	3	59	0	x	x	50%		
ECON	4438W Advanced International Trade	4	14	0	x	x	50%		

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
ECON 4960	Topics in Economics	4					varies	Vari
ECON 4960H	Honors: Topics in Economics	4					varies	Vari
ECON 4968	Advanced Topics in Economics	4	74	0	x		varies	Vari
ECON 8185	Advanced Topics in Macroeconomics	2	0	34	x		varies	Bha
ECON 8186	Advanced Topics in Macroeconomics	2	0	7	x		varies	Herf
ECON 8281	Advanced Topics in Econometrics	2					varies	Vari
ECON 8311	Economic Growth and Development	2					50%	Lutt
ECON 8312	Economic Growth and Development	2			x	x	50%	Vari
ECON 8313	Economic Growth and Development	2					50%	Vari
ECON 8381	Advanced Topics in Economic Development	2					varies	Vari
ECON 8391	Workshop in Economic Growth and Development	1-3	0	6	x	x	varies	Vari
ECON 8392	Workshop in Economic Growth and Development	1-3	0	5	x	x	varies	Vari
ECON 8401	International Trade and Payments Theory	2	0	12	x	x	25%	Keh
ECON 8402	International Trade and Payments Theory	2	0	9	x	x	25%	Fitz
ECON 8403	International Trade and Payments Theory	2	0	5	x	x	25%	Lutt
ECON 8404	International Trade and Payments Theory	2					25%	Keh
ECON 8481	Advanced Topics in International Trade	2					varies	Vari
ECON 8482	Advanced Topics in International Trade	2					varies	Vari
ECON 8491	Workshop in Trade and Development	1-3	0	10	x	x	varies	Keh
ECON 8492	Workshop in Trade and Development	1-3	0	7	x	x	varies	Keh
ECON 8581	Advanced Topics in Labor Economics	2					varies	Vari
ECON 8582	Advanced Topics in Labor Economics	2			x		varies	Vari
ECON 8681	Advanced Topics in Industrial Organization	2					varies	Vari
ECON 8781	Advanced Topics in Monetary Economics	2					varies	Vari
ECON 8881	Advanced Topics in Public Economics	2					varies	Vari
Education and Human Development (CEHD)								
EDHD 3100	International Topics for Undergraduates	1-12	47	0	x	x	varies	Vari
EDHD 5100	International Topics for Graduate Students	1-12	0	1	x		varies	Vari

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Dept/ Course Number/Course Title		Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
		Credits					
<u>Educational Psychology (GEHD)</u>							
EPSY 5461	Cross-Cultural Counseling	2	10	x	x	25%	Vari
EPSY 8403	Social/Cultural Contexts: Counseling and Skills	0	34	x	x	25%	Vari
<u>English: Literature (CLA)</u>							
ENGL 1001W	Introduction to Literature: Poetry, Drama, Narrative	224	0	x	x	50%	Vari
ENGL 1401W	Introduction to World Literatures in English	98	0	x	x	50%	Vari
ENGL 3021	Captivity in Literature and Film: From the Barbary Coast to Guantanamo Bay	17	0	x	x	25%	Mat
ENGL 3350	Women Writers	0	11			varies	Fitz
ENGL 8400	Seminar in Post-Colonial Literature, Culture, and Theory	0			x	50%	Ism
<u>Environmental Sciences, Policy and Management (CFANS)</u>							
ESPM 1011	Issues in the Environment	304	0	x	x	50%	Vari
ESPM 1012H	Environmental Science and Society	10	0	x	x	25%	Vari
ESPM 3102	Managing International Natural Resources Programs and Projects	3				50%	Vari
ESPM 3251	Natural Resources in Sustainable International Development	31	0	x	x	50%	Vari
ESPM 3271	Environmental Policy, Law, and Human Behaviour	90	0	x	x	25%	Nat
ESPM 4061W	Water Quality and Natural Resources	20	0	x	x	50%	Per
ESPM 5061	Water Quality and Natural Resources	3				50%	Per
ESPM 5102	Managing International Natural Resources Programs and Projects	3				50%	Per
ESPM 5251	Natural Resources in Sustainable International Development	0	4	x	x	50%	Vari
<u>Family Social Science (CEHD)</u>							
FSOS 3104	Global and Diverse Families	133	0			50%	Soc
FSOS 8005	Multicultural Issues in Family Science	3				25%	Vari
<u>Finance (CSOM)</u>							
FINA 4621	The Global Economy (Macro)	176	0	x	x	50%	Vari
FINA 4622	International Finance	132	0	x	x	50%	Sal

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Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.	
FINA	6341 World Economy	4	0	70	x	x	50%		
FINA	6621 International Finance Management	2	0	13	x	x	50%		
Fisheries and Wildlife (CFANS)									
FW	2003 Introduction to Marine Biology	3	54	0	x	x	25%		
FW	8452 Conservation Biology	3	0	10	x	x	25%		
Food Science and Nutrition (CFANS)									
FSCN	2001 Healthy Foods, Healthy Lives: A Food System Approach to Cooking	3	72	0	x	x	25%	x	
FSCN	3615 Sociocultural Aspects of Food, Nutrition, and Health	3	119	0	x	x	50%		
Forest and Natural Resource Management (CFANS)									
FNRM	3101 Park and Protected Area Tourism	3			x		25%	x	
FNRM	3114 Hydrology and Watershed Management	3	61	0	x	x	25%	x	
FNRM	3201 Introduction to Travel and Tourism	3			x		25%		
FNRM	3262 Remote Sensing and Geospatial Analysis of Natural Resources and Environment	3	16	0	x	x	25%	x	
FNRM	5101 Park and Protected Area Tourism	3			x		25%	x	
FNRM	5114 Hydrology and Watershed Management	3	0	19	x	x	25%	x	
FNRM	5201 Introduction to Travel and Tourism	3			x		25%		
FNRM	5259 Visitor Behavior Analysis	3	19	2	x	x	25%		
FNRM	5262 Remote Sensing and Geospatial Analysis of Natural Resources and Environment	3	0	15	x	x	25%	x	
FNRM	5480 Topics in Natural Resources	1-3	1	4			varies		
French (CLA)									
FREN	1501 Gateways to French and Francophone Studies: English Only	3	30	0	x	x	50%		
FREN	1502 Gateways to French and Francophone Studies: Bilingual	3	25	0	x	x	50%		
FREN	3101W Methods in French and Francophone Studies	3	63	0	x	x	50%		
FREN	3260 Dramas of Culture: 20th-Century French and Francophone Theater	3					50%		
FREN	3350 Topics in Literature	3	19	0	x		varies	varies	
FREN	3431 Gender and Sexuality in Francophone Literature and Cinema	3			x	x	50%		

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Dept/ Course Number/Course Title		Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
		Credits					
FREN	3451 North African Cinema	3	21	0		100%	Abd
FREN	3471 Topics in Francophone African Literature and Cultures	3		x	x	100%	Abd
FREN	3479 Francophone Writers of the African Diaspora	3				100%	Abd
FREN	3650 Topics in French/Francophone Cultures	3	20	0	x	varies	Vari
FREN	3750 Topics in French or Francophone Literature and Culture	3				varies	Noa
FREN	4101V Honors: Seminar in French Studies	2			x	varies	Vari
FREN	4101W Seminar in French Studies	2	11	0	x	varies	Wal
FREN	4109W Senior Project in French and Francophone Studies	2	1	0	x	varies	Fra
FREN	5350 Topics in Literature and Culture	3			x	varies	Cha
FREN	5470 Post/Colonial Francophone Literatures	3	0	8	x	75%	Vari
FREN	8230 Critical Issues: Criticism and Thought	3-9	0	7		varies	Fab
FREN	8240 Critical Issues: French and Francophone Cinema	3-9	0	8		varies	Wal
<u>French and Italian (CLA)</u>							
FRIT	3851 France, Italy and North Africa in Films on Contemporary Migrations	4				100%	Abd
<u>Gay, Lesbian, Bisexual, and Transgender Studies (CLA)</u>							
GLBT	3404 Transnational Sexualities	3				50%	Vari
<u>Gender, Women, and Sexuality Studies (CLA)</u>							
GWSS	1003W Women Write the World	3	113	0	x	50%	Vari
GWSS	3003 Gender and Global Politics	3	32	0	x	50%	Vari
GWSS	3205 Life for Sale: Global Debates on Environment, Science and Society	3				25%	Crat
GWSS	3290 Topics	1-3	27	0		varies	Vari
GWSS	3301W Women Writers	3			x	50%	Torr
GWSS	3404 Transnational Sexualities	3				50%	Vari
GWSS	3406 Gender, Labor, and Politics	3	20	0		25%	Jos
GWSS	3406H Honors: Gender, Work, Labor	3				25%	Jos
GWSS	3681 Gender and the Family in the Islamic World	3	11	0	x	100%	Abd
GWSS	4001 Nations, Empires, Feminisms	3			x	25%	Vari

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Dept/ Course Number/Course Title		Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
		Credits					
GWSS 4103	Transnational Feminist Theories	3	14	0	x	50%	x
GWSS 4406	Black Feminist Thought in the American and African Diasporas	3	12	0	x	75%	x
GWSS 5104	Transnational Feminist Theory	3	1	7	x	50%	x
GWSS 5406	Black Feminist Thought in the American and African Diasporas	3	0	7		75%	x
GWSS 8240	Seminar: Transnational, Postcolonial, Diaspora	3				varies	
GWSS 8401	Gender, Space, and Resistance	3				50%	x
Geography (CLA)							
GEOG 1301W	Our Globalizing World	3	175	0	x	50%	
GEOG 1372	Geography of Global Cities	3	60	0	x	50%	
GEOG 1403	Biogeography of the Global Garden	5	749	0	x	25%	
GEOG 1403H	Honors: Biogeography of the Global Garden	5	15	0		25%	x
GEOG 3145	The Islamic World	3				100%	
GEOG 3331	Geography of the World Economy	3	43	0	x	50%	x
GEOG 3379	Environment and Development in the Third World	3	83	0	x	50%	x
GEOG 3381W	Population in an Interacting World	4	170	0	x	50%	x
GEOG 3888	Going Places: Geographies of Travel and Tourism	3				25%	
GEOG 3401	Geography of Environmental Systems and Global Change	4	60	0	x	25%	x
GEOG 3411W	Geography of Health and Health Care	3	59	0	x	25%	
GEOG 5385	Globalization and Development: Political Economy	4	3	1	x	50%	
GEOG 5401	Geography of Environmental Systems and Global Change	4	0	1	x	25%	x
GEOG 5565	Geographical Analysis of Human-Environment Systems	3				25%	
GEOG 5900	Topics in Geography	3	2	19	x	varies	
GEOG 8001	Problems in Geographic Thought	3	0	8	x	25%	
GEOG 8005	Proseminar: Population Geography	3				50%	x
GEOG 8007	Proseminar: Theories of Development and Change	3				50%	x
GEOG 8020	Research Seminar: Economic Geography	3				varies	
GEOG 8106	Seminar: Social and Cultural Geography	3				25%	
GEOG 8212	Africa	3				100%	x
GEOG 8220	Agrarian Change and Rural Development	3				50%	x

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
GEOG 8240	Medical Geography	3					25%	
GEOG 8350	Seminar: World Population	3					50%	x
Gerontology (School of Public Health)								
GERO 5103	Aging and Society	2	0	6			25%	x
Global Studies (CLA)								
GLOS 1015W	Globalization: Issues and Challenges	4	106	0	x	x	75%	x
GLOS 1112	Social Justice and Globalization	3	42	0	x	x	75%	
GLOS 3143	Living in the Global	3	26	0	x	x	75%	
GLOS 3144	Knowledge, Power, and the Politics of Representation in Global Studies	4	128	0	x	x	75%	x
GLOS 3144H	Honors: Knowledge, Power, and the Politics of Representation in Global Studies	4	20	0	x	x	75%	x
GLOS 3145	Global Modernity, the Nation-State, and Capitalism	4	109	0	x	x	75%	x
GLOS 3145H	Honors: Global Modernity, the Nation-State, and Capitalism	4	16	0	x	x	75%	x
GLOS 3215	Supercapitalism: Labor, Consumption, Environment in the New Global Economy	3			x	x	50%	x
GLOS 3219	History of Capitalism: Uneven Development Since 1500	3	10	0			50%	x
GLOS 3231	Geography of the World Economy	3	8	0	x	x	50%	x
GLOS 3303	Environment and Development in the Third World	3	18	0	x	x	50%	x
GLOS 3305	Life for Sale: Global Debates on Environment, Science, and Society	3	32	0	x	x	50%	
GLOS 3401W	International Human Rights Law	3	55	0	x	x	75%	
GLOS 3415W	Global Institutions of Power: World Bank, IMF, and World Trade Organization	3			x	x	75%	x
GLOS 3602	Other Worlds: Globalization and Culture	3	25	0	x	x	75%	
GLOS 3613V	Honors: Stuffed and Starved: The Politics of Eating	3	4	0	x	x	75%	x
GLOS 3613W	Stuffed and Starved: The Politics of Eating	3	18	0	x	x	75%	x
GLOS 3643	Islam and the West	3	7	0	x	x	75%	x
GLOS 3645	Islamic World	3					100%	
GLOS 3681	Gender and the Family in the Islamic World	3	13	0	x	x	75%	x
GLOS 3701W	Population in an Interacting World	4	35	0	x	x	50%	x
GLOS 3705	Migrations: People in Motion	3			x	x	50%	x
GLOS 3900	Topics in Global Studies	1-5	138	0	x		varies	varies

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African *	Interdiscipl.
GLOS	3970 Topics in African Area Studies	3							100%	x
GLOS	4104 Crime and Human Rights	3	21		0	x	x	x	25%	x
GLOS	4104H Honors: Crime and Human Rights	3	2		0	x	x	x	25%	x
GLOS	4221 Globalize This! Understanding Globalization Through Sociology	3							50%	
GLOS	4311 Power, Justice & the Environment	3	14		0				25%	x
GLOS	4315 Never Again! Memory & Politics after Genocide	3	20		0				25%	x
GLOS	4406 Sociology of International Law: Trafficking, Human Rights, & Business Regulation	3	13		0				75%	x
GLOS	4910 Topics in Global Studies	3							varies	x
GLOS	5104 Crime and Human Rights	3				x	x	x	25%	x
GLOS	5170 Sociology of International Law: Human Rights, Trafficking, and Business Regulation	3	0		1				75%	x
GLOS	5315 Never Again! Memory & Politics after Genocide	3							25%	
GLOS	5602 Other Worlds: Globality and Culture	3							75%	varies
GLOS	5900 Topics in Global Studies	1-4	4		0	x	x		varies	x
Grand Challenge Curriculum										
GCC	3001 Grand Challenge: Can We Feed the World Without Destroying It?	3	84		0	x	x		75%	x
GCC	3002 Grand Challenge: Beyond War and Atrocity - Reconciliation and Justice	3							75%	x
GCC	3003 Grand Challenge: Seeking Solutions to Global Health Issues	3				x	x	x	75%	x
GCC	3005 Grand Challenge: Global Venture Design - What Impact Will You Make?	3				x	x	x	75%	x
GCC	3009 Grand Challenge: Rivers, Cities - Meeting Future Demands on Urban Water Systems	3							75%	x
GCC	3017 Grand Challenge: World Food Problems: Agronomics, Economics and Hunger	3				x	x	x	75%	x
GCC	5001 Grand Challenge: Can We Feed the World Without Destroying It?	3	0		9	x	x	x	75%	x
GCC	5003 Grand Challenge: Seeking Solutions to Global Health Issues	3	40		1	x	x	x	75%	x
GCC	5005 Grand Challenge: Global Venture Design - What Impact Will You Make?	3	27		8	x	x	x	75%	x
GCC	5008 Grand Challenge: Policy and Science of Global Environmental Change	3	9		13				75%	x
GCC	5017 Grand Challenge: World Food Problems: Agronomics, Economics and Hunger	3				x	x	x	75%	x
History (CLA)										
HIST	1012W The Age of Global Contact	4	84		0	x	x	x	75%	
HIST	1015W Globalization: Issues and Challenges	4	32		0	x	x	x	75%	x

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
HIST	1361W World War I: A Global History	3	26		0				25%	x
HIST	1362 Global History of World War II	3	25		0	x		x	25%	x
HIST	1411W The Family from 10,000 BCE to the Present	4	65		0				50%	x
HIST	1842 The Digital Revolution: Computers in the Making of the Contemporary World	3							25%	
HIST	3066 Prehistoric Pathways to World Civilization	3	34		0	x		x	25%	x
HIST	3361W World War I: A Global History	3	35		0				25%	x
HIST	3362 Global History of World War II	3	22		0	x		x	25%	x
HIST	3363 Global History of the Cold War	3							25%	
HIST	3411W The Family from 10,000 BCE to the Present	4	23		1				50%	x
HIST	3413 War in History: Preparing and Making War in World History	3				x		x	50%	
HIST	3415 Migrations in Modern Global History	3							75%	
HIST	3417 Food in History	3	74		0	x		x	varies	
HIST	3418 Drink in History	3				x		x	varies	
HIST	3419 History of Capitalism: Uneven Development Since 1500	3	24		0				50%	x
HIST	3431 Early Africa and Its Global Connections	3	24		0	x		x	100%	x
HIST	3432 Modern Africa in a Changing World	3-4	33		1	x		x	100%	x
HIST	3435 History of South Africa from 1910	3	23		0	x		x	100%	x
HIST	3436 Contemporary African Conflicts: From Somalia to South Africa	3	14		0	x		x	100%	x
HIST	3438 Seminar: History of Women in South Africa	3							100%	
HIST	3452 African Conservation Histories	3							100%	x
HIST	3454 West African History: Early Times to 1800	3							100%	
HIST	3455 West African History: 1800 to Present	3	3		0	x		x	100%	x
HIST	3456 Social and Intellectual Movements in the African Diaspora	3							100%	x
HIST	3507 History of Modern Egypt	3	16		0				100%	
HIST	3511 Muslims & Jews: Conflict and Co-existence in Middle East & North Africa since 1700	3				x		x	100%	x
HIST	3513 North Africa since 1500: Islam, Colonialism, and Independence	3							100%	
HIST	3546 Islam and the West	3	23		0	x		x	75%	x
HIST	3705 From Printing Press to Internet: Media, Communications, and History	3							25%	x
HIST	3797 History of Population	3							50%	
HIST	3864 African American History, 1619-1865	3-4	5		0				25%	

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
HIST	3877 Asian American History, 1850-Present	3					25%	x
HIST	3882 U.S. and the World	3			x	x	varies	Vari
HIST	3960 Topics in History	1-4	14	0			varies	Vari
HIST	5439 Environment and Society in Africa	3					100%	Poh
HIST	5513 North Africa since 1500: Islam, Colonialism, and Independence	3					100%	x
HIST	5540 Topics in Mediterranean Studies	3	0	2			varies	x
HIST	5920 Topics in African History	3	0	8			100%	Isaa
HIST	5932 The Production of Knowledge, Negotiating the Past & the Writing of African Histories	3	0	12			100%	Poh
HIST	5960 Topics in History	1-4	0	4			varies	Vari
HIST	8245 Human Rights and Crimes Against Humanity: A Global History	3					50%	Vari
HIST	8434 Health and Healing in African History	3					100%	Poh
HIST	8540 Topics in Mediterranean Studies	1-4	0	2	x		varies	Lorc
HIST	8630 Seminar in World History	3					50%	Vari
HIST	8709 Seminar: History of Sexuality	3					25%	Vari
HIST	8920 Topics in African History	3			x		100%	Poh
HIST	8944 Research Seminar: New Directions in African Social History I	2					100%	Vari
HIST	8945 Research Seminar: New Directions in African Social History II	2					100%	Vari
HIST	8960 Topics in History	1-4	0	22	x		varies	Vari
HIST	8990 Topics in Comparative History-Research	3	0	1			varies	Rag
History of Medicine (MED)								
HMED	3040 Human Health, Disease, and the Environment in History	3	43	0	x	x	50%	Sha
HMED	3055 Women, Health, and History	3			x	x	50%	Vari
HMED	8001 Foundations in the History of Early Medicine	3	0	1			25%	Sha
History of Science and Technology (CSE)								
HSCI	1212 Life on Earth: Origins, Evolution & Ecology	4	88	0	x	x	50%	Jon
HSCI	1214W Life on Earth: Origins, Evolution & Ecology	4					50%	Jon
HSCI	1714 Stone Tools to Steam Engines: Technology and History to 1750	4	248	0	x	x	50%	Alex
HSCI	1715 History of Modern Technology: Waterwheels to the Web	3-4	143	0	x	x	50%	Alex

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Dept/ Course Number/Course Title		Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
HSCI	3211	Biology and Culture in the 19th and 20th Centuries	37	0		x	x	50%	x
HSCI	3244	Nature's History: Science, Humans, and the Environment	76	0		x	x	50%	x
HSCI	3246	History of (Un)Natural Disasters						50%	
HSCI	3401	Ethics in Science and Technology	71	0		x	x	50%	x
HSCI	3714	Stone Tools to Steam Engines: Technology and History to 1750	22	0		x	x	50%	x
HSCI	3715	History of Modern Technology: Waterwheels to the Web	15	0		x	x	50%	x
HSCI	4060	Special Topics in History of Technology						varies	
HSCI	5211	Biology and Culture in the 19th and 20th Centuries	0	2		x	x	50%	x
HSCI	5244	Nature's History: Science, Humans, and the Environment	1	2		x	x	50%	x
HSCI	5246	History of (Un)Natural Disasters						50%	
HSCI	5401	Ethics in Science and Technology						50%	
HSCI	8421	Social and Cultural Studies of Science						50%	
HSCI	8950	Seminar: Science and Technology in Cultural Settings	0	2		x	x	varies	
<u>Horticultural Science (CFANS)</u>									
HORT	4000	International Experiences in Horticultural Science						varies	
<u>Housing Studies (CLA)</u>									
HSG	4465	Housing in a Global Perspective	4	1		x	x	50%	
<u>Human Resources and Industrial Relations (CSOM)</u>									
HRIR	6223	International Human Resource Management	0	20		x	x	50%	
<u>Interdisciplinary Medicine (MED)</u>									
INMD	7301	Medical Anthropology I: The Normal and the Pathological						50%	x
INMD	7302	Medical Anthropology II: International Health, Colonialism, and Emerging Diseases						50%	x
INMD	7303	Medical Anthropology III: Human Affliction and Healing Cross Cultural Anthropology						50%	x
INMD	7565	Global Health Abroad	0	28		x	x	varies	x
INMD	7568	Clinical Experience in International Medicine II						varies	x

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Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
<u>International Business (CSOM)</u>								
IBUS 3010	Introduction to Global Entrepreneurship	4	23	0	x	x	25%	
IBUS 3101	Undergrad Semester: CIMBA (Consortium of Universities for International Studies)	4	7	0	x	x	varies	
IBUS 3400	International Programs Elective	1-4					varies	
IBUS 4010	Management of Technology in the Middle East	3					25%	
IBUS 4082W	Brand Management	4	30	0	x	x	25%	
IBUS 5200-9	International Business: Undergraduate Exchange	0-16					varies	
IBUS 5300-8	International Business: Graduate Exchange BLOCK	16	0	16	x	x	varies	
IBUS 5400	Global Business Practicum	4	0	36	x	x	varies	
IBUS 6500	Mergers and Acquisitions in a Global Context	1-4					varies	
IBUS 6997	MILJ Global Valuation Lab	4	0	17	x	x	varies	
<u>Jewish Studies (CLA)</u>								
JWST 1034	Introduction to Jewish History and Cultures	3	13	0	x	x	50%	x
JWST 3034	Introduction to Jewish History and Civilization	3	3	0	x	x	50%	x
JWST 3511	Muslims & Jews: Conflict and Co-existence in Middle East & North Africa since 1700	3			x	x	100%	x
JWST 3900	Topics in Jewish Studies	3					varies	x
JWST 4315	Never Again! Memory & Politics after Genocide	3	1	0			varies	
<u>Journalism and Mass Communication (CLA)</u>								
JOUR 3552	Internet and Global Society	3	47	0	x	x	50%	
JOUR 3614	History of Media Communication	3	86	0	x	x	25%	
JOUR 4272	Interactive Advertising	3	37	0	x	x	25%	
JOUR 4801	Global Communication	3	61	0	x	x	50%	
JOUR 8003	Digital Media Issues and Theories	3					25%	
JOUR 8681	Seminar: International Media Perspectives	3	0	6	x		50%	
JOUR 8801	Seminar: Comparative Research in Mass Communication, Cross-National Approach	3					50%	
<u>Kinesiology (CEHD)</u>								

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Dept/ Course Number/Course Title		Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
		Credits					
KIN	3131W History and the Philosophy of Sport	3	210	0	x	25%	
KIN	3720 International Studies in Kinesiology	2-4	10	0	x	varies	
KIN	5371 Sport and Society	3	9	30	x	25%	
<u>Landscape Architecture (CD)</u>							
LA	3003 Climate Change Adaptation	3	33	0	x	varies	x
LA	3413 Introduction to Landscape Architectural History	3	71	0	x	varies	
LA	4001 Sustainable Landscape Design and Planning Practices	3	8	0	x	varies	x
LA	5001 Sustainable Landscape Design and Planning Practices	3	0	1	x	varies	x
LA	5003 Climate Change Adaptation	3	1	15	x	varies	
LA	5413 Introduction to Landscape Architectural History	3	0	10	x	varies	
LA	8207 Cities on Water International Workshop	6	0	0	x	varies	
<u>Law (LAW)</u>							
LAW	6011 International Law: 1L	3	0	27	x	50%	
LAW	6027 Law of Piracy, Security, and Maritime Spaces	2				25%	
LAW	6058 Human Rights Advocacy	3	0	8	x	50%	x
LAW	6071 International Law	3	0	20	x	50%	
LAW	6400 International Environmental Law	2				50%	
LAW	6408 Climate Change and Clean Energy Capstone	4-5				50%	
LAW	6601 International Business Transactions	3	0	16	x	50%	x
LAW	6609 International Intellectual Property	3	0	43	x	50%	
LAW	6619 International Trade	3	0	9	x	25%	
LAW	6621 Civil Rights: Citizenship and Human Rights	3	0	11	x	50%	
LAW	6622 International Business Operation and Negotiation	2	0	11	x	25%	x
LAW	6626 Complex and Cross-Cultural Negotiations	2	0	11	x	50%	
LAW	6627 International Tax	2	0	11	x	50%	
LAW	6637 Business and Human Rights	2				50%	
LAW	6648 International Criminal Law	3	0	21	x	50%	
LAW	6800 International Contracts	3	0	12	x	50%	

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
LAW	6827 Women's International Human Rights	2	0		8		x	x	50%	Vari
LAW	6849 Comparative Theories of Ownership	2							varies	
LAW	6861 International Law Workshop	2	0		8		x	x	50%	Jain
LAW	6867 Practice Ready International Legal Research	2	0		9		x	x	25%	Vari
LAW	6872 Immigration Law	3	0		20		x	x	50%	Wei
LAW	6879 Poverty and Human Rights	2			39		x	x	50%	Vari
LAW	6886 International Human Rights Law	3	0		7		x	x	50%	Wei
LAW	6887 Law of International Organizations	2	0		26		x	x	50%	Vari
LAW	6889 Laws of War	3	0		5		x	x	25%	Gro
LAW	6892 Comparative Criminal Procedure	3	0		10		x	x	50%	Ton
LAW	6893 Transitional Justice	2	0						50%	Ni A
LAW	6910 Seminar: Islamic Law	2-3							75%	Vari
LAW	6911 International Commercial Arbitration	2	0		15		x	x	25%	Klaa
LAW	6918 Rule of Law	2	0		14		x	x	25%	Ste
LAW	7075 International Moot Court	1	0		12		x	x	25%	Lars
LAW	7076 International Moot Court Director	1	0		3		x	x	25%	Lars
LAW	7077 International Moot Court Administrative Director	1	0		1		x	x	25%	Lars
LAW	7078 International Moot Court Competition Team	1	0		4		x	x	25%	Lars
LAW	7300 Minnesota Journal of International Law Editor	2	0		14		x	x	25%	Gro
LAW	7302 Journal of International Law: Research & Writing	1	0		38		x	x	25%	Vari
LAW	7400 CL: Human Rights Litigation and International Legal Advocacy	3-4	0		16		x	x	50%	Gre
LAW	7401 CL: Human Rights Litigation and International Legal Advocacy Directors	3	0		4		x	x	50%	Gre
LAW	7842 CL: Immigration and Human Rights	3-4	0		14		x	x	50%	Vari
LAW	7843 CL: Immigration Clinic Director	3	0		5		x	x	25%	Vari
Linguistics (CLA)										
LING	1701 Language and Society	4	45		0		x	x	25%	Mar
LING	3001 Introduction to Linguistics	4	187		6		x	x	25%	Vari
LING	3001H Honors: Introduction to Linguistics	4	6		0		x	x	25%	Mar
LING	3101W Languages of the World	3	20		0		x	x	25%	Vari

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Dept/ Course Number/Course Title		Enrollment 2016-2017	UGRAD 2016-2017	Enrollment 2016-2017	GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
		Credits							
LING	3601 Historical Linguistics	3	29	0	x	x	x	25%	x
LING	4201 Syntax I	3	47	0	x	x	x	25%	
LING	4202 Syntax II	3	5	0	x	x	x	75%	
LING	5001 Introduction to Linguistics	4	1	4	x	x	x	25%	x
LING	5105 Field Methods in Linguistics I	4	5	0	x	x	x	25%	
LING	5106 Field Methods in Linguistics II	4			x	x	x	50%	x
LING	5900 Topics in Linguistics	1-4	11	0	x	x		varies	
LING	8105 Field Methods in Linguistics I	4	0	5	x	x	x	25%	x
LING	8106 Field Methods in Linguistics II	4	0	4	x	x	x	25%	x
Management (CSOM)									
MGMT	3040 Understanding the International Environment of Firms: International Business	2	76	0	x	x	x	25%	
MGMT	3900 International Business Communication	3	33	0	x	x	x	25%	
MGMT	4500 Senior Seminar in International Business	2	39	0	x	x	x	25%	
MGMT	6035 Complex and Cross-Cultural Negotiations	2	0	22	x	x	x	25%	x
MGMT	6040 International Strategy and Organization	2	7	63	x	x	x	25%	
MGMT	6305 The International Environment of Business	4	0	128	x	x	x	25%	
MGMT	6310 Cross-Cultural Management: Developing Intercultural Competence	2	0	39	x			25%	
MGMT	8202 Seminar in International Management	4						25%	
Management of Technology (CSE)									
MOT	4010 Management of Science and Technology in the Middle East, Global Seminar	3						75%	
MOT	8921 Global Management of Technology	0.5	0	17				25%	
MOT	8950 International Management of Technology Project	2	0	17	x			varies	
Manufacturing Operations Management (CCAPS)									
MM	3001W Manufacturing in the Global Economy	3	44	0	x		x	50%	
MM	4035 Global Supply Chain Management	3	12	0	x		x	25%	
Marketing (CSOM)									

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Dept/ Course Number/Course Title		Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
		Credits					
MKTG	4082W Brand Management	4	122	0	x	25%	Vari
<u>Master of Business Taxation (CSOM)</u>							
MBT	5380 Tax Aspects of International Business I	2	0	24	x	25%	Con
MBT	5381 Tax Aspects of International Business II	2		x		25%	Vari
MBT	5382 Transfer Pricing	2	0	24	x	25%	Vari
<u>Master of Development Practice (HHH)</u>							
MDP	5001 Ways of Knowing and Sustainable Livelihoods	2	0	19	x	50%	Wils
MDP	5100 International Field Seminar	1	0	10	x	varies	Johi
MDP	5200 Capstone Workshop in Development Practice	3	0	10	x	50%	Wils
<u>Medicine (MED)</u>							
MED	7300 Global Health	0.5-8					Vari
MED	7607 Global Health Course	4					Vari
MED	7608 Global Health Course	1-8					Vari
<u>Mortuary Science (MED)</u>							
MORT	3370 Death and Dying Across Cultures and Religions	3	30	0	x	25%	LuB
<u>Music (CLA)</u>							
MUS	1013 Rock I: The Historical Origins and Development of Rock Music to 1970	3	427	0	x	25%	Lub
MUS	1014 Rock II: Rock Music from 1970 to the Present	3	359	0	x	25%	Mer
MUS	1801W Music, Society, and Cultures	3	80	0	x	25%	Rah
MUS	1804 World Music	3	186	0	x	50%	Cur
MUS	1915 The Color of Music	3			x	50%	Cur
MUS	5460 World Music Ensemble	2	30	6	x	25%	Cur
MUS	5494 West African Music Ensemble	1			x	100%	Mer
MUS	5805 Worlds of Improvisation	3			x	25%	Cur
MUS	8590 Topics in 20th-Century Analysis	3	0	5	x	varies	Vari
MUS	8864 Current Issues in Ethnomusicology	3	0	6	x	25%	Rah

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
Music Education (CLA)										
MUED	5101 <i>Improvisation and Creativity in the Music Classroom</i>	2	11		1		x	x	25%	
MUED	5301 <i>General Music I</i>	3	13		1		x	x	25%	
MUED	5302 <i>General Music II</i>	3	14		0		x	x	25%	
Nursing (NUR)										
NURS	4324 <i>Transcultural Nursing and Global Health</i>	3							25%	
NURS	5040H <i>Seeking Solutions to Global Health Issues</i>	3							varies	
NURS	5812 <i>Global Health Through Study Abroad</i>	1-2	0		13		x	x	varies	
Organizational Leadership, Policy, and Development (CEHD)										
OLPD	3330 <i>Global Identity: Connecting Your International Experience to Your Future</i>	1					x	x	varies	
OLPD	3380 <i>Developing Intercultural Competence</i>	3	48		0		x	x	25%	
OLPD	5048 <i>Cross-Cultural Perspectives on Leadership</i>	3	1		45		x	x	25%	
OLPD	5057 <i>Research in International Education</i>	3							varies	
OLPD	5061 <i>Ethnographic Research Methods</i>	3	0		14		x	x	varies	
OLPD	5103 <i>Comparative Education</i>	3	0		37		x	x	25%	
OLPD	5104 <i>Strategies for International Development of Education Systems</i>	3	0		31		x	x	25%	
OLPD	5107 <i>Gender, Education, and International Development</i>	3	1		17				50%	
OLPD	5121 <i>Educational Reform in International Context</i>	3							25%	
OLPD	5124 <i>Critical Issues in International Education and Educational Exchange</i>	3	0		32		x	x	25%	
OLPD	5128 <i>Anthropology of Education</i>	3					x	x	25%	x
OLPD	5132 <i>Intercultural Education and Training: Theory and Application</i>	3	0		20		x	x	25%	
OLPD	5612 <i>International Human Resource Development</i>	3	0		18		x		25%	
OLPD	5697 <i>International Field Study in Human Resource Development</i>	3							varies	
OLPD	5712 <i>Multicultural Theories of College Student Development Applied to Teaching, Learning</i>	3	0		14		x	x	25%	
OLPD	5796 <i>Supervised Practicum in Multicultural Postsecondary Teaching and Learning</i>	3	0		6		x	x	25%	
OLPD	8022 <i>Education and Globalization: Anthropological Perspectives</i>	3					x	x	50%	
OLPD	8101 <i>International Education and Development</i>	3					x	x	varies	

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Dept/ Course Number/Course Title		Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.	
OLPD	8121 Doctoral Seminar: Comparative and International Development Education	0		34		x	x	25%		
Philosophy (CLA)										
PHIL	1006W Philosophy and Cultural Diversity	104		0		x	x	25%		
PHIL	1026W Philosophy and Cultural Diversity					x		25%		
PHIL	1913 Food Ethics					x		50%		
PHIL	3231 Philosophy and Language	21		0		x		25%		
PHIL	3301 Environmental Ethics	50		0		x	x	25%		
PHIL	3305 Medical Ethics	140		0		x	x	25%		
PHIL	3307 Social Justice and Community Service	16		0				25%		
PHIL	4326 Lives Worth Living: Questions of Self, Vocation, and Community								x	
PHIL	4414 Political Philosophy					x		25%		
PHIL	8320 Seminar on Medical Ethics							25%		
PHIL	8410 Seminar: Philosophy of Law							25%		
PHIL	8420 Seminar: Political Philosophy							25%		
PHIL	8550 Seminar: Philosophy of Religion							25%		
PHIL	8606 Seminar: Philosophy of Medicine and the Biomedical Sciences			8				25%		
PHIL	8660 Seminar: Social and Cultural Studies of Science							25%	x	
PHIL	8670 Seminar: Philosophy of Science							25%		
Political Science (CLA)										
POL	1019 Indigenous Peoples in Global Perspective	9		0		x	x	25%	x	
POL	1025 Global Politics	228		0		x	x	50%		
POL	1026 U.S. Foreign Policy	78		1				50%		
POL	1054 Puzzles in World Politics	130		0		x	x	50%	x	
POL	1913 Human Rights, Inhumane Wrongs: Rights Violations and Armed Conflict					x		50%		
POL	3235W Democracy and Citizenship	109		0		x		25%		
POL	3252W Revolution, Democracy, and Empire: Modern Political Thought	55		0		x	x	50%	x	
POL	3272 What Makes Political Community?					x		25%		
POL	3317 Food Politics: Actors, Arenas, and Agendas					x	x	50%		
POL	3410 Topics in Comparative Politics	80		0				varies		

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Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
POL	3423 <i>Politics of Disruption: Violence and Its Alternatives</i>	5			x	x	50%	
POL	3464 <i>Politics of Inequality</i>	3					50%	
POL	3475 <i>Islamist Politics</i>	3	45	0			50%	
POL	3477 <i>Political Economy of Development</i>	3	44	0	x	x	75%	
POL	3489W <i>Citizens, Consumers, and Corporations</i>	3	29	0	x	x	50%	
POL	3739 <i>Politics of Race, Class, and Ethnicity</i>	3	52	0	x	x	50%	
POL	3766 <i>Political Psychology of Mass Behavior</i>	3	200	0	x	x	25%	
POL	3785 <i>Persuasion and Political Propaganda</i>	3	25	0			50%	
POL	3785H <i>Persuasion and Political Propaganda</i>	3					50%	
POL	3810 <i>Topics in International Relations and Foreign Policy</i>	3	54	0			50%	
POL	3835 <i>International Relations</i>	3	222	0	x	x	50%	
POL	3872W <i>Science, Industry, Social Change: Political Economy of Global Environmental Cooperation</i>	4					50%	
POL	4253 <i>Modernity and its Discontents: Late Modern Political Thought</i>	3					25%	
POL	4403W <i>Constitutions, Democracy, and Rights: Comparative Perspectives</i>	3	48	0	x	x	25%	x
POL	4410 <i>Topics in Comparative Politics</i>	3	18	0	x		varies	
POL	4477 <i>Struggles and Issues in the Middle East</i>	4					50%	x
POL	4478W <i>Contemporary Politics in Africa and the Colonial Legacy</i>	4	28	0	x	x	100%	
POL	4481 <i>Governments and Markets</i>	3	55	0	x	x	25%	
POL	4485 <i>Human Rights Policy: Issues and Actors</i>	3	6	0	x	x	50%	x
POL	4487 <i>The Struggle for Democratization and Citizenship</i>	4	14	0	x	x	50%	
POL	4810 <i>Topics in International Politics and Foreign Policy</i>	3	44	0	x		varies	
POL	4867W <i>United States Foreign Policy Toward the Middle East</i>	4					50%	
POL	4863W <i>Global Governance</i>	3					50%	
POL	4885W <i>International Conflict and Security</i>	4	38	0	x	x	50%	
POL	4887 <i>Thinking Strategically in International Politics</i>	3	38	0	x	x	50%	
POL	5403 <i>Constitutions, Democracy, and Rights: Comparative Perspectives</i>	3	0	1	x	x	25%	x
POL	5410 <i>Topics in Comparative Politics</i>	3					varies	
POL	5477 <i>Struggles and Issues in the Middle East</i>	4					50%	
POL	5485 <i>Human Rights Policy: Issues and Actors</i>	3	0	3	x	x	50%	x
POL	5810 <i>Topics in International Politics and Foreign Policy</i>	3			x		varies	

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Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
POL	5833 <i>The United States in the Global Economy</i>	3-4					25%	
POL	5885 <i>International Conflict and Security</i>	3					50%	
POL	8275 <i>Contemporary Political Thought</i>	3			x	x	25%	x
POL	8401 <i>International Relations</i>	3			x		50%	
POL	8402 <i>International Security</i>	3	0	9			50%	
POL	8403 <i>International Norms and Institutions</i>	3			x		50%	
POL	8404 <i>International Hierarchy</i>	3			x		25%	
POL	8405 <i>International Political Economy</i>	3			x	x	50%	
POL	8406 <i>Politics of International Finance</i>	3			x		25%	
POL	8407 <i>Morality in World Politics</i>	3				x	50%	
POL	8408 <i>International Relations of the Environment</i>	3			x		50%	
POL	8411 <i>Political Psychology and Foreign Policy</i>	3			x	x	25%	
POL	8460 <i>Topics in International Relations</i>	3	0	13			varies	
POL	8601 <i>Introduction to Comparative Politics</i>	3			x	x	50%	
POL	8602 <i>Families, Children, and the State</i>	3			x		25%	
POL	8605 <i>Government and Politics in Africa</i>	3			x	x	100%	
POL	8633 <i>Comparative Sociopolitical Change</i>	3			x		50%	
POL	8637 <i>Comparative Political Economy</i>	3			x	x	50%	
POL	8641 <i>Comparative Mass Political Behavior</i>	3			x		25%	
POL	8643 <i>Comparative Political Institutions</i>	3					50%	
POL	8660 <i>Topics in Comparative Politics</i>	3	24	0	x		varies	
Portuguese (CLA)								
PORT	1101 <i>Beginning Portuguese</i>	5	15	1	x	x	100%	
PORT	1102 <i>Beginning Portuguese</i>	5	8	0	x	x	100%	
PORT	1103 <i>Intermediate Portuguese</i>	5	7	0	x	x	100%	
PORT	1104 <i>Intermediate Portuguese</i>	5	6	0	x	x	100%	
PORT	3001 <i>Portuguese for Spanish Speakers</i>	4	78	0	x	x	100%	
PORT	3002 <i>Business Portuguese for Spanish Speakers</i>	4					100%	
PORT	3003 <i>Portuguese Conversation and Composition</i>	4	10	1	x	x	100%	

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Dept/ Course Number/Course Title		Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
		Credits							
PORT	3501W Global Portuguese: 1300-1900	3	4	1		x	x	100%	
PORT	3502W Global Portuguese: 1900-present	3	11	1		x	x	100%	
PORT	3800 Film Studies in Portuguese	3				x		100%	
PORT	3910 Topics in Lusophone Literatures	3						100%	
PORT	3920 Topics in Lusophone Cultures	3	10	0		x		100%	
PORT	4101 Beginning Portuguese for Graduate Student Research	5				x		100%	
PORT	4102 Beginning Portuguese for Graduate Student Research	5				x		100%	
PORT	4103 Intermediate Portuguese for Graduate Student Research	5				x		100%	
PORT	4104 Intermediate Portuguese for Graduate Student Research	5				x		100%	
PORT	5520 Portuguese Literary and Cultural Studies	3						100%	
PORT	5530 Brazilian Literary and Cultural Studies	3	7	1				100%	
PORT	5540 Literatures and Cultures of Lusophone Africa	3						100%	
PORT	5910 Topics in Lusophone Cultures	3						100%	
PORT	5930 Topics in Brazilian Literature	3						100%	
Public Affairs (HHH)									
PA	4890 Topics in Global Policy	1-3	2	0				varies	x
PA	5004 Introduction to Planning	3	0	42		x	x	25%	
PA	5151 Organizational Perspectives on Global Development & Humanitarian Assistance	3	0	14		x		50%	
PA	5152 Leadership to Address Global Grand Challenges	1.5	0	10		x	x	50%	x
PA	5301 Population Methods and Issues for the United States & Global South	3	0	14		x	x	75%	
PA	5414 Child Human Rights: Work and Education	3						50%	x
PA	5451 Immigration, Health and Public Policy	3-4	2	57		x	x	25%	
PA	5452 Immigration and Public Policy	3						25%	
PA	5480 Topics in Race, Ethnicity, and Public Policy	1-3						varies	
PA	5501 Theories and Policies of Development	3	0	28		x	x	75%	
PA	5503 Economics of Development	3	0	14		x	x	75%	
PA	5521 Development Planning and Policy Analysis	3	0	29		x	x	75%	
PA	5522 International Development Policy, Families, and Health	3						50%	
PA	5561 Gender and International Development	3						50%	

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN African Studies NRC Appendix II, Page 30

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African *	Interdiscipl.
PA	5601 Global Survey of Gender and Public Policy	3	0	15	x	x	varies	
PA	5690 Topics in Women, Gender and Public Policy	1-3			x	x	varies	x
PA	5711 Science, Technology & Environmental Policy	3	1	21	x	x	varies	
PA	5715 Survey of Current Issues in Science, Technology, and Environmental Policy	1.5	0	19	x	x	varies	
PA	5721 Energy and Environmental Policy	3	0	12	x	x	25%	
PA	5722 Economics of Natural Resource and Environmental Policy	3					25%	
PA	5723 Water Policy	3	0	4	x	x	50%	x
PA	5724 Climate Change Policy	3	0	20	x	x	50%	
PA	5731 Emerging Technologies and Society	3	0	5	x		25%	x
PA	5751 Urban Infrastructure Systems for Sustainable and Healthy Cities	3	0	12	x		25%	
PA	5752 Material-Energy Flows for a Sustainable Society	3	0	13	x	x	varies	
PA	5790 Topics in Science, Technology, and Environmental Policy	1-3	4	17	x	x	25%	
PA	5801 Global Public Policy	3	0	16	x	x	50%	
PA	5802 Global Economic Policy	3					50%	
PA	5805 Global Economics	3	0	9	x	x	50%	x
PA	5813 US Foreign Policy: The Institutional Bias	3	0	9	x	x	25%	
PA	5814 Bilateral & Multilateral Diplomacy	3	0	11	x	x	50%	
PA	5821 Humanitarianism	3					75%	
PA	5822 International Security	3					50%	
PA	5823 Managing Humanitarian, Refugee Crises: Challenges for Policymakers, Practitioners	1	0	30	x	x	75%	x
PA	5824 International Humanitarian Crisis Simulation	1	0	15			50%	
PA	5825 Crisis Management in Foreign Affairs	1.5	3	15	x	x	50%	
PA	5851 Middle East Politics	3					50%	
PA	5880 Exploring Global Cities	3	3	13	x		50%	
PA	5885 Human Rights Policy: Issues and Actors	3	0	10	x		50%	x
PA	5886 Master of Human Rights Cohort Seminar I	1	0	9	x	x	50%	
PA	5887 Master of Human Rights Cohort Seminar II	1	0	9	x	x	50%	
PA	5890 Topics in Foreign Policy and International Affairs	1-5	0	50	x	x	varies	
PA	5890 Topics: Political Violence, Conflict & War	3					50%	
PA	5924 Intercultural Competence	3					50%	

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UMN African Studies NRC Appendix II, Page 31

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African *	Interdiscipl.
PA	8081 Human Rights and Global Policy Capstone	3	0	112	x	x	varies	
PA	8151 Organizational Perspectives on Global Development & Humanitarian Assistance	3		x			50%	x
PA	8386 Research Methods in Public Policy	2					25%	
PA	8390 Advanced Topics in Advanced Policy Analysis Methods	1-3					varies	
PA	8461 Global and U.S. Perspectives on Health and Mortality	3	0	5	x	x	50%	x
PA	8690 Advanced Topics in Women, Gender and Public Policy	1-3			x		varies	x
PA	8707 Interdisciplinary Sustainability Systems Research Seminar	3	0	4	x		50%	
PA	8811 Strategic Issues in International Economic Policy	3					50%	
PA	8821 National Security Policy	3	0	12		x	50%	
PA	8890 Advanced Topics in Foreign Policy and International Affairs	1-3					varies	
Public Health (PUB)								
PUBH	3010 Public Health Approaches to HIV/ AIDS	2	14	0	x	x	25%	x
PUBH	3040 Dying and Death in Contemporary Society: Implications for Intervention	2	28	0	x	x	25%	
PUBH	3107 Global Public Health and the Environment	2	83	0	x	x	75%	
PUBH	3205 The Matrix of Global Health	2					75%	
PUBH	3601 Maternal and Child Health Global Public Health Issues	2	128	0	x	x	50%	
PUBH	6010 Public Health Approaches to HIV/ AIDS	3	0	14	x	x	25%	x
PUBH	6015 HIV/AIDS: Epidemiology and Public Health Interventions	2					25%	
PUBH	6040 Dying and Death in Contemporary Society: Implications for Intervention	2					25%	
PUBH	6078 Public Health Policy as a Prevention Strategy	2	0	28	x	x	25%	
PUBH	6085 Alcohol and Tobacco: Ongoing Threats to Global Health	2					50%	
PUBH	6111 Preventing Pollution: Innovative Approaches to Environmental Management	3					25%	
PUBH	6131 Working in Global Health	2	0	18	x	x	50%	
PUBH	6132 Air, Water, and Health	2	3	13	x	x	50%	
PUBH	6133 Global Health Seminar	1					50%	
PUBH	6134 Sustainable Development and Global Public Health	2	0	21	x	x	75%	
PUBH	6154 Climate Change and Global Health	3	2	8	x	x	50%	
PUBH	6182 Emerging Infectious Disease: Current Issues, Policies, and Controversies	3					25%	
PUBH	6281 Immigrant Health Issues	3-4					25%	

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UMN African Studies NRC Appendix II, Page 32

Dept/ Course Number/Course Title		Credits	Enrollment 2016-2017 UGRAD	Enrollment 2016-2017 GRAD	2017-2018	2018-2019	% African*	Interdiscipl.
PUBH 6283	<i>Perspectives: Interrelationships of People and Animals in Society Today</i>	2					25%	
PUBH 6290	<i>International Humanitarian Crisis Simulation</i>	1	1	22			75%	
PUBH 6320	<i>Fundamentals of Epidemiology</i>	3	1	241	x	x	25%	
PUBH 6365	<i>Epidemiology of Global Health</i>	2					75%	
PUBH 6388	<i>Foundations of Global Health</i>	2			x		75%	
PUBH 6390	<i>Topics in Epidemiology</i>	0.5-4	0	73	x		varies	
PUBH 6601	<i>Born a Girl: Global Women's Health</i>	1			x		75%	
PUBH 6686	<i>Global Reproductive Health</i>	2			x		75%	
PUBH 6730	<i>International Comparative Health Systems</i>	2			x	x	50%	
PUBH 6732	<i>Topics and Methods in Global Health Assessment</i>	2					varies	
PUBH 6734	<i>International Project Planning and Management</i>	2					varies	
PUBH 6801	<i>Health and Human Rights</i>	3	0	7			50%	x
PUBH 6906	<i>Global Nutrition</i>	2	0	16	x	x	50%	
PUBH 7210	<i>Topics: Global Food Systems</i>	0.5	0	52	x		75%	
PUBH 7234	<i>Global Food Systems Leadership</i>	1					75%	
PUBH 7241	<i>Culturally Responsive Communication</i>	1					25%	
PUBH 7242	<i>War and Public Health</i>	1					50%	
PUBH 7262	<i>Globalization and Health</i>	1	0	20	x		75%	
Recreation, Park, Leisure Studies (CFANS)								
REC 4191	<i>Adventure Recreation, Tourism, and Eco-Tourism</i>	3	26	0	x	x	50%	
Religious Studies (CLA)								
RELS 1001	<i>Introductions to the Religions of the World</i>	3	64	0	x	x	50%	
RELS 1034	<i>Introduction to Jewish History and Cultures</i>	3	3	0	x	x	50%	x
RELS 3070	<i>Topics in Religious Studies</i>	3					varies	
RELS 3079	<i>Muslims & Jews: Conflict and Co-existence in Middle East & North Africa since 1700</i>	3			x	x	75%	x
RELS 3126	<i>Judaism in the Modern World</i>	3					50%	x
RELS 3706W	<i>Art of Islam</i>	3	1	0	x	x	50%	x
RELS 3707W	<i>Anthropology of the Middle East</i>	3			x	x	50%	x

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UMN African Studies NRC Appendix II, Page 33

Dept/ Course Number/Course Title		Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African *	Interdiscipl.
RELS	3711 The Islamic World							50%	
RELS	3712 Islam: Religion and Culture	14		0				50%	x
RELS	3713 Modern Iran: Nationalism, Religion, and the Struggle to Create Modern Iran							50%	
RELS	3716 Gender and Family in the Islamic World	5		0		x	x	50%	x
RELS	3721 North Africa since 1500: Islam, Colonialism, and Independence							100%	
RELS	3970 Supplemental Discussion in Religious Studies					x		varies	
RELS	4049 Religion and Culture	3		0		x	x	50%	x
RELS	5070 Topics in Religious Studies							varies	
RELS	5707W Anthropology of the Middle East							50%	
RELS	5721 North Africa since 1500: Islam, Colonialism, and Independence							100%	x
Social Work (CEHD)									
SW	1001 Introduction to the World of Social Work: A Global Perspective	34		0		x	x	50%	
SW	1501 Introduction to Peace Studies					x	x	50%	
SW	2501W Introduction to Social Justice	59		0		x	x	50%	
SW	3703 Gender Violence in Global Perspective	42		0		x	x	50%	
SW	5562 Global Social Work and Social Development	1		14		x	x	50%	
SW	5913 Working with Immigrant Populations	0		9		x		25%	
SW	8807 International and Comparative Social Welfare Policy	0		8		x	x	50%	
Sociology (GLA)									
SOC	1911 Climate Change and Society					x		50%	
SOC	3003 Social Problems	74		0		x	x	25%	
SOC	3090 Topics in Sociology	154		0				varies	x
SOC	3201 Inequality: Introduction to Stratification	37		0		x	x	50%	
SOC	3215 Supercapitalism: Labor, Consumption, Environment in the New Global Economy					x	x	75%	x
SOC	3411W Organizations and Society	35		0				25%	
SOC	3415 Consume This! The Sociology and Politics of Consumption							50%	
SOC	3417W Global Institutions of Power: World Bank, IMF, and World Trade Organization					x	x	50%	x
SOC	3451V Cities and Social Change							50%	x

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UMN African Studies NRC Appendix II, Page 34

Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.
SOC	3451W Cities and Social Change	3	3	0			50%	
SOC	3452 Education and Society	3	52	1	x	x	25%	x
SOC	3501 Sociology of Families	3	49	0	x		25%	
SOC	3505 Migrations: People in Motion	3			x		75%	
SOC	3511 World Population Problems	3	109	0	x	x	75%	
SOC	3511H Honors: World Population Problems	3					75%	
SOC	3613V Honors: Stuffed and Starved: The Politics of Eating	3	4	0	x	x	50%	x
SOC	3613W Stuffed and Starved: The Politics of Eating	3	31	0	x	x	50%	x
SOC	3681 Gender and the Family in the Islamic World	3	23	0	x		75%	x
SOC	4090 Topics in Sociology	3			x		varies	
SOC	4104 Crime and Human Rights	3	50	0	x	x	50%	x
SOC	4104H Honors: Crime and Human Rights	3	3	0	x		50%	x
SOC	4104H Honors: Crime and Human Rights	3	40	0		x	75%	x
SOC	4170 Sociology of International Law: Human Rights, Trafficking, and Business Regulation	3	27	0	x	x	50%	
SOC	4305 Environment & Society: An Enduring Conflict	3	26	0			50%	x
SOC	4311 Power, Justice & the Environment	3	21	0			50%	x
SOC	4315 Never Again! Memory & Politics after Genocide	3					50%	
SOC	4321 Globalize This! Understanding Globalization through Sociology	3	55	0	x		50%	x
SOC	4411 Terrorist Networks and Counterterror Organizations	3	1	0	x		50%	x
SOC	4411H Honors: Terrorist Networks & Counterterror Organizations	3	20	1	x		50%	
SOC	4461 Sociology of Ethnic and Racial Conflict	3	2	1			varies	x
SOC	5090 Topics in Sociology	1-3						
SOC	5104 Crime and Human Rights	3	1	0	x		50%	x
SOC	5170 Sociology of International Law: Human Rights, Trafficking, and Business Regulation	3				x	75%	x
SOC	5315 Never Again! Memory & Politics after Genocide	3	1	0			50%	x
SOC	5411 Terrorist Networks & Counterterror Organizations	3	0	3	x		50%	x
SOC	5455 Sociology of Education	3	0	3			25%	x
SOC	5511 World Population Problems	3					75%	
SOC	8171 Cross-Disciplinary Perspectives in Human Rights	3					50%	
SOC	8311 Political Sociology	3			x		50%	
SOC	8390 Topics in Political Sociology	3					varies	

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UMN African Studies NRC Appendix II, Page 35

Dept/ Course Number/Course Title		Credits	Enrollment UGRAD 2016-2017	Enrollment GRAD 2016-2017	2017-2018	2018-2019	% African*	Interdiscipl.	
SOC	8412 Social Network Analysis: Theory and Methods	3			x	x	25%		
SOC	8551 Social Structure and the Life Course	3			x	x	25%		
SOC	8735 Sociology of Culture	3					50%		
Somali (CLA)									
SMLI	1221 Beginning Somali I	5	8	1	x	x	100%		
SMLI	1222 Beginning Somali II	5	8	0	x	x	100%		
SMLI	1225 Accelerated Beginning Somali I	5	31	0	x	x	100%		
SMLI	1226 Accelerated Beginning Somali II	5	25	0	x	x	100%		
SMLI	3227 Intermediate Somali I	5			x	x	100%		
SMLI	3228 Intermediate Somali II	5	1	0	x	x	100%		
SMLI	4227 Intermediate Somali for Graduate Research I	5					100%		
SMLI	4228 Intermediate Somali for Graduate Research II	5					100%		
Spanish and Portuguese (CLA)									
SPPT	3600 Topics in Spanish and Portuguese Studies	3					varies		
SPPT	5930 Selected Topics in Hispanic and Lusophone Cultural Discourse	3			x		50%		
SPPT	8400 Topics in Modern Hispanic and Lusophone Culture	3					varies		
Swahili (CLA)									
SWAH	1221 Beginning Swahili, Semester I	5	23	0	x	x	100%		
SWAH	1222 Beginning Swahili II	5	16	0	x	x	100%		
SWAH	3225 Intermediate Swahili	5	8	0	x	x	100%		
SWAH	3226 Intermediate Swahili II	5			x	x	100%		
SWAH	3425 Advanced Swahili	5			x	x	100%		
SWAH	4221 Beginning Swahili for Graduate Research I	5	0	5	x	x	100%		
SWAH	4222 Beginning Swahili for Graduate Research II	5	0	3	x	x	100%		
SWAH	4225 Intermediate Swahili for Graduate Research	5			x	x	100%		
SWAH	4226 Intermediate Swahili for Graduate Research II	5			x	x	100%		
SWAH	4425 Advanced Swahili for Graduate Research	5			x	x	100%		

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UMN African Studies NRC Appendix II, Page 36

Dept/ Course Number/Course Title		Enrollment 2016-2017	UGRAD	Enrollment 2016-2017	GRAD	2017-2018	2018-2019	% African*	Interdiscipl.	
Theatre Arts (CLA)										
TH	5178	History and Theory of Performance Conventions								Gar
TH	8114	Theatre: Performance and Political Modernity								Wei
Translation and Interpreting (CCAPS)										
TRIN	900	Special Education for Interpreters								Tap
TRIN	990	Intpreting in Special Education Settings								Tap
TRIN	1201	Health Care Terms and Concepts for Interpreters								Per
TRIN	1301	Legal Terms and Concepts for Interpreters								And
TRIN	1901	Special Education Terms and Concepts for Interpreters								Tap
TRIN	3001	Introduction to Translation								Glai
TRIN	3002	Intermediate Translation								Glai
TRIN	3005	Principles of Translation								Glai
TRIN	3101	Introduction to Interpreting								Hon
TRIN	3102	Consecutive Interpreting								McC
TRIN	3900	Topics in Translation and Interperiting								Vari
TRIN	4201	Interpreting in Health Care Settings								Lan
TRIN	4301	Interpreting in Legal Settings								Stor
TRIN	4901	Interpreting in Special Education Settings								Tap
University College (CCAPS)										
UC	1005	Global Perspectives on Higher Education								Vari
Urban Studies (CLA)										
URBS	3751	Understanding the Urban Environment								Vari
Youth Development and Research (CEHD)										
YOST	1368W	Youth Global Perspectives: Stories from Arab, Islamic, and Middle Eastern Worlds								Vari
YOST	2101	Urban Youth and Youth Issues								Pye
YOST	5031	International Youthwork								VeL

* The percentage of a course listed with less than 100% given is based on the description of the course content in the most recent Course Catalogs.
UMN African Studies NRC Appendix II, Page 37

Appendix III
Performance Measure Forms
African Studies NRC
University of Minnesota

Project Goal 1: Improve Workforce and Career Readiness for graduating students in African Studies									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. A practicum and internship modules for advanced African LCTL course	1a. Recruit faculty to add practica and internships modules into their LCTL courses	1ai. Number of faculty working on new practica/internship modules 1aii. Number of new courses developed	Annually & End of grant cycle	Center Records	0	2	0	2	0
	1b. Teach newly structured practica & internship LCTL courses	1bi. Number of new courses being taught 1bii. Number of students enrolled 1biii. Track student placement data	Annually & End of grant cycle	Center Records Office of Institutional Reporting Collegiate Student Exit Survey	0	0	2	0	4
2. Design/develop practicum and internship modules for African area studies courses	2a. Recruit faculty to add practica and internships modules into their area studies courses	2ai. Number of faculty working on new practica/internship modules 2aii. Number of new courses developed	Annually & End of grant cycle	Center records	0	1	1	1	3
	2b. Teach newly structured practica & internship courses	2bi. Number of new courses being taught 2bii. Number of students enrolled 2biii. Track student placement data	Annually & End of grant cycle	Center Records Office of Institutional Reporting Collegiate Student Exit Survey	0	0	1	2	3
					0	0	20	40	60

Project Goal 2: Enhance and grow the instruction of African LCTLs with a particular emphasis on priority/critical LCTLs									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Redesign/develop/improve advanced LCTLs courses	1a CBI redesign of advanced LCTL courses	1ai. Number of courses redesigned and taught	Annually & End of grant cycle	Departmental and collegiate records	0	0	1	0	1
		1aii. Number of students in redesigned CBI classes							
2. Expand reach/enrollments of LCTLs	2a. Summer Intensive LCTL instruction	2ai. Number of intensive summer courses taught	Annually & End of grant cycle	Departmental and collegiate records	0	1	2	2	3
		2aii. Number of students enrolled			0	25	25	25	25
	2b. Create online modules for LCTLs	2ci. Number of LCTL instructors trained in online language pedagogy	Annually & End of grant cycle	Departmental records	0	2	2	0	0
		2cii. Number LCTL courses available for online instruction		CARLA and LC records	0	0	1	1	2
		2biii. Number of students enrolled on online/hybrid LCTL courses			0	0	20	20	40

Project Goal 3: Improve and expand curricula with African Studies Content as compared to the baseline									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Increase number of new courses with African Studies content	1a. design new undergraduate and graduate courses	1ai. Number of faculty receiving course development funds 1aii. Number of new course approved by CLA 1aiii. Number of new courses offered	Annually & End of grant cycle	Departmental records	0	3	0	0	0
	2b. organize an African Studies based Global Health faculty search	2bi. Number of faculty hired 2bii. Number of African Studies courses taught by new faculty 2biii. Number of students enrolled in new faculty's courses	Annually & End of grant cycle	Center records	0	2	0	0	0
					0	0	4	4	4
					0	0	80	80	80

Project Goal 4: Increase African Studies content in Preservice and K-14 curriculum, particularly in MSIs and Community Colleges									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Increase number of professional development in African Studies	1a. Organize professional development summer institutes	1ai. Number of institutes 1aii. Number of educators attended 1aiii. Number of students reached	Annually & End of grant cycle	Center records K-14 institution records	0	1	1	1	1
	1b. Organize AY workshops for educators from Preservice and K-12 institutions and MSIs and CC.	1bii. Number of educators attended from -Preservice and K-12 -MSI/CC	Annually & End of grant cycle	Center records Preservice & K-12 institution records MSI/CC records	0	4	4	4	4
					0	25	25	25	25
					0	2500	2500	2500	2500
					0	60	60	60	60
					0	60	60	60	60

		1c. Sponsor MSI/CC educators to attend institutes/workshops	1ci. Number of MSI/CC educators that were able to attend because of Access Stipend	Annually		0	5	5	5	5
2. Increase African Studies curriculum modules for PK-14 and MSI/CC institutions	2a. Organize Curriculum Writing Teams for K-12 schools	2ai. Number of educators writing curriculum. 2aii Number of African Studies based curriculum modules written	Annually	Center Records	0	6	7	8	8	8
	2b. Publish Curriculum modules online for general dissemination	2aii. Number of curriculum modules published online 2aiii. Number of downloads of curriculum modules	Annually	Office of Information Technology	0	10	10	10	10	10
	2c. Sponsor educator participation in a Howard University professional development workshop	1. Number of educators that were sponsored and participated	Annually	Center Records	0	1	0	1	0	0
					0	100	150	150	150	150

Appendix IV
Letters of Support
African Studies NRC and FLAS
University of Minnesota

UNIVERSITY OF MINNESOTA

Office of the Executive Vice President and Provost

234 Morrill Hall
100 Church Street S.E.
Minneapolis MN 55455-0110
Office: 612-625-0051
Fax: 612-624-3814

June 12, 2018

TO: Shaden Tageldin, Professor, Dept. of Cultural Studies & Comparative Literature

FROM: Karen Hanson, Executive Vice President and Provost 

RE: University Contribution in Support of Proposal for NRC/FLAS in African Studies

I am pleased to confirm the University of Minnesota's commitment of funds to support the proposal of the African Studies Center to the US Department of Education for funding as a National Resource Center in African Studies as well as for Foreign Language and Area Studies Fellowships under the Department's Title VI program. Pending the award of the grant, the University funds will be provided over four years as follows:

Source of Funding	FY19	FY20	FY21	FY22	Total
CLA	\$61,379	\$62,914	\$64,487	\$66,099	\$254,879
OVPR	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
Provost	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
GPS-Alliance	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
Total	\$137,379	\$138,914	\$140,487	\$142,099	\$558,879

The University looks forward with enthusiasm to the development of the projects described in the proposal and expects that these projects will have a significant impact on our students and faculty.



Evelyn Davidheiser, Ph.D.
Director, Institute for Global Studies
University of Minnesota
267 19th Street S
Minneapolis, MN 55455

June 5, 2018

Dear Dr. Davidheiser,

The NEA Foundation (NEAF) Global Learning Fellows Program is pleased to collaborate with the Title VI National Resource Centers housed in the Institute for Global Studies at the University of Minnesota.

The NEA Foundation, founded in 1969, is a public charity founded by educators for educators to improve public education for all students. Our Global Learning Fellowship is a yearlong professional development program designed to provide educators with blend of online, peer, and international field-based learning opportunities to prepare themselves and their students for global citizenship.

The NEA Foundation looks forward to continued and sustained activities such as academic year workshops and summer institutes intended for both continued professional development of our Global Learning Fellows alumni and effective national dissemination of Global Learning Fellows resources and 21st century global curricula developed as a result of the NEA Foundation's Global Learning Fellowship.

Sincerely,

Robert Adams, Ph.D.
Senior Vice President of Programs
radams@nea.org

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget - African Studies NRC, University of Minnesota
Center for African Studies

Item	Year 1: Funds requested	Year 2: Funds requested	Year 3: Funds requested	Year 4: Funds requested	Narrative Page Number
I. Personnel					
a. Administrative					
1. Associate Director, (<50% of annual salary)	\$ 20,000	\$ 20,500	\$ 21,013	\$ 21,538	
2. Outreach coordinator (<50% of annual salary)	\$ 20,000	\$ 20,500	\$ 21,013	\$ 21,538	
3. External Evaluator (12.5% of annual salary)	\$ 10,000	\$ 10,250	\$ 10,506	\$ 10,769	p. 7
b. Language Projects					
1. Development of Online Somali Course Sequence Language Pedagogy of Online Language instruction Development of online course Pilot Instruction of Online Course	\$ 5,000	\$ 3,000	\$ 5,000	\$ 5,000	p. 5
2. Internship Program for LCTL students at community-based media; Somali, Swahili <i>*Readiness initiative</i>	\$ 3,000		\$ 5,000		p. 6
3. Content-Based Instruction Redesign Advanced LCTL courses: Portuguese & Somali		\$ 5,000		\$ 5,000	p. 6
4. Summer Intensive LCTL Courses: Somali, Swahili, Portuguese	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	p. 6
5. Redesigning LCTL courses to make them CourseShare ready Language Pedagogy: Language Instruction in Hybrid Environment Somali	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	p. 6
6. LCTL Resources: Materials Development for Advanced Courses and LPEs: Somali, Swahili, Portuguese, Egyptian Arabic	\$ 4,000	\$ 3,000	\$ 5,000	\$ 5,000	p. 6
7. Community-based Practica for the Advanced LCTL Courses: Somali & Swahili <i>*Readiness initiative</i>	\$ 5,000		\$ 5,000		p. 6
c. Curriculum Development Projects					
Course Clusters					
Theme: Border Conflicts: Nation, Religion, & Language					
1. Design New Course in History: Pasts in Afrofuturisms	\$ 4,000				p. 4
2. Course Design: Linguistics Field Methods for Heritage Languages: Somali <i>*Readiness initiative</i>		\$ 4,000			p. 4
3. Practicum: Religion and Nation in Africa: Roots of Conflict, Routes to Resolution. <i>*Readiness initiative</i>				\$ 4,000	p. 4
Theme: African Voices in Global Public Health: New Paradigms, New Directions					
4. Support for African Studies Global Health faculty hire in Social Sciences		\$ 34,000	\$ 16,000	\$ 12,500	p. 4
5. Redesign of Community-Based Public Health Course in the Academic Health Center <i>*Readiness initiative</i>	\$ 4,000				p. 4
6. Field-Based Practicum: Sourcing African-based Health Statistics for Advocacy				\$ 4,000	p. 4
Theme: African Migrations: Movements & Memory					
7. Graduate Seminar: Migration & Movement in West Africa	\$ 4,000				p. 4
8. Develop Lab-based Comp for Human Rights Advocacy Course <i>*Readiness initiative</i>			\$ 4,000		p. 4
9. Development of May-Term Experiential Practicum Global/Local <i>*Readiness initiative</i>				\$ 4,000	p. 4
Theme: Human Trafficking & Human Rights					
10. Design new 3xxx Undergraduate Course in West African Literature	\$ 4,000				p. 4
11. Development of May-Term Abroad: Slave Trade	\$ 4,000				p. 4
d. Outreach Projects : Pre-Service, K-14 Educator Professional Development					
<i>NRC Priority 2: Collaboration with College of Education</i>					
1. Educator Summer Professional Development Institutes Theme: Border Conflicts: Nation, Religion, & Language <i>NRC Priority 2: Collaboration with College of Education</i>	\$ 5,000				p. 5
2. AY Workshops for Educators	\$ 2,000				p. 5

2 Pre-service, K-12 Educators 2 Community College/MSI Educators <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education</i>					
3. Educator Summer Professional Development Institutes Theme: African Voices in Global Public Health: New Paradigms, New Directions <i>NRC Priority 2: Collaboration with College of Education</i>	\$ 5,000				p. 5
4. AY Workshops for Educators 2 Pre-service, K-12 Educators 2 Community College/MSI Educators <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education</i>		\$ 2,000			p. 5
5. Educator Summer Professional Development Institutes Theme: Migrants & Refugees Across Africa <i>NRC Priority 2: Collaboration with College of Education</i>			\$ 5,000		p. 5
6. AY Workshops for Educators 2 Pre-service, K-12 Educators 2 Community College/MSI Educators <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education</i>			\$ 2,000		p. 5
7. Educator Summer Professional Development Institutes Theme: Human Trafficking <i>NRC Priority 2: Collaboration with College of Education</i>				\$ 5,000	p. 5
8. AY Workshops for Educators 2 Pre-service, K-12 Educators 2 Community College/MSI Educators <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education</i>				\$ 2,000	p. 5
Total Personnel	\$ 111,000	\$ 114,250	\$ 111,532	\$ 112,345	
II. Fringe benefits					
Academic Fringe @ 34.2%	\$ 30,780	\$ 32,490	\$ 29,421	\$ 26,873	
Non-Academic Fringe @ 28.4%	\$ 5,712	\$ 5,236	\$ 7,244	\$ 9,590	
Total Personnel and Fringe	\$ 147,492	\$ 151,976	\$ 148,196	\$ 148,808	
III. Travel					
a. International					
1. Faculty Travel Initiatives: \$3000 (Airfare+ Per Diem)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	
b. Domestic					
1. Administrative travel: DC Meeting 2018 Airfare 3@ \$500 per diem 3 x \$250/day for 2 days	\$ 2,250				
2. Outreach Coordinator to travel to Educator Conferences Mileage/airfare \$500 Per diem \$250 for 3 days	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	
3. Travel Support for MSI and/or Community College African Studies faculty to attend meetings of the Association of African Studies Programs (AASP) <i>NRC Priority 1: Collaboration with MSIs and CCs</i>	\$ 500	\$ 500	\$ 500	\$ 500	
Total Travel	\$ 7,000	\$ 4,750	\$ 4,750	\$ 4,750	
IV. Equipment - none requested					
V. Supplies					
a. Library acquisitions	\$ 10,000	\$ 11,500	\$ 7,000	\$ 14,000	p. 6
b. Educator Outreach Summer Institutes: Educational Materials <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education</i>	\$ 1,000	\$ 2,000	\$ 1,000	\$ 2,000	p. 5 + 7
c. LCTL Resources: Somali, North African Arabic, Swahili, Portuguese	\$ 752	\$ 518	\$ 798	\$ 1,186	p. 6-7
Total Supplies	\$ 11,752	\$ 14,018	\$ 8,798	\$ 17,186	
VI. Contractual - none requested					
VII. Construction - none requested					
VIII. Other					
a. African Theory from the Continent Collaborative <i>NRC Priority 2: Collaboration with sister African Studies NRCs</i>	\$ 4,000		\$ 4,000		p. 3
b. Symposium on Contemporary African Linguistics Keynote from African continent: Airfare \$2,000 + Hotel/Per Diem, 3 days @ \$250 Speaker Fee: Keynote Address			\$ 2,750	\$ 1,000	p. 6

Special Session: Teaching African LCTLs, Presenter from African Continent Airfare \$2,000 + Hotel/Per Diem 3 days @ \$250			\$ 2,750		
c. Building intellectual strength					
1. Theme: Border Conflicts: Nation, Religion, Language Workshop/Colloquium/Symposium		\$ 4,000			p. 2-3
Capstone/Anchor Event with media workshop participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem, 3 days @\$250	\$ 8,400				p. 3
2. Theme: African Voices in Global Public Health: New Paradigms, New Directions Workshop/Colloquium/Symposium	\$ 4,000				p. 3
Capstone/Anchor Event with workshop for health professionals participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem, 3 days @\$250		\$ 8,400			p. 3
3. Theme: Migrants & Refugees Across Africa Workshop/Colloquium/Symposium			\$ 4,000		p. 3
Capstone/Anchor Event with workshop for professionals participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem, 3 days @\$250				\$ 8,400	p. 3
4. Theme: Human Trafficking & Human Rights Workshop/Colloquium/Symposium				\$ 4,000	p. 3
Capstone/Anchor Event with workshop for professionals participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem, 3 days @\$250			\$ 8,400		p. 3
b. Outreach projects					
1. Educator Access Stipends for Summer Institutes Teacher Training Stipends, 5 @ \$300 <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and UMN LRC</i>	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	p. 5
2. ASC Curriculum Writing Team (collaboration with Title I & Title III Schools): 4 during the AY <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education</i>	\$ 3,000	\$ 3,000	\$ 2,000	\$ 3,000	p. 5
3. Online K-14 Teaching Resources for Digital Outreach <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and College of Education</i>	\$ 2,000	\$ 1,500	\$ 2,000	\$ 1,500	p. 5
4. African Studies Outreach Council Collaborations Educator Workshop @ ASA Meeting Educator Workshop@ NCSS Meeting National Children's Africana Book Award Collaboration with Sister African Studies NRCs <i>NRC Priority 2: Collaboration with Sister African Studies NRC</i>	\$ 400 \$ 500 \$ 400	p. 5 p. 5 p. 5			
5. African Language Materials Archive <i>NRC Priority 2: Collaboration with Sister African Studies NRC</i>	\$ 2,000	\$ 2,000	\$ 1,000	\$ 2,000	
6. Curriculum Development Workshop for US Community College, HBCU and MSI Faculty in Dakar, Senegal - Collaboration with African Studies at Howard University <i>NRC Priority 1 and 2: Collaboration with MSIs, CCs, and Sister African Studies NRC</i>	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	p. 5
Total Other	\$ 28,200	\$ 23,700	\$ 32,700	\$ 23,700	
Total project	\$ 194,444	\$ 194,444	\$ 194,444	\$ 194,444	
Indirect cost @ 8%	\$ 15,556	\$ 15,556	\$ 15,556	\$ 15,556	
Total - NRC	\$ 210,000	\$ 210,000	\$ 210,000	\$ 210,000	

FLAS Fellowships					p. 7
6 Academic Year Graduate Student Fellowships					
6 Subsistence Allowances @ \$15,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	
6 Tuition/Fee Allowances @ \$18,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	
<i>FLAS Priority 1 and 2: Financial Need and Study of LCTL</i>					
4 Academic Year Undergraduate Fellowships					
4 Subsistence Allowances @ \$5,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	
4 Tuition/Fee Allowances @ \$10,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	
<i>FLAS Priority 1 and 2: Financial Need and Study of LCTL</i>					
4 Summer Fellowships					
4 Subsistence Allowances @ \$2,500	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	
4 Tuition/Fee Allowances @ \$5,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	
FLAS Competitive Priority					
<i>FLAS Priority 1 and 2: Financial Need and Study of LCTL</i>					
Total FLAS Fellowships	\$ 288,000	\$ 288,000	\$ 288,000	\$ 288,000	
Total NRC & FLAS	\$ 498,000	\$ 498,000	\$ 498,000	\$ 498,000	

Match Funds - University of Minnesota
African Studies NRC

	Year 1: 2018-2019		Year 2: 2019-2020		Year 3: 2020-2021		Year 4: 2021-2022	
	CLA	Provost	CLA	Provost	CLA	Provost	CLA	Provost
I. Personnel								
a. Administrative								
1. Center Director: Prof. Dr. Shaden Tageldin (course release)	\$ 20,977		\$ 21,501		\$ 22,039		\$ 22,500	
2. Program Coordinator	\$ 24,760	\$ 15,000	\$ 25,379	\$ 15,375	\$ 26,013	\$ 15,759	\$ 26,600	
3. FLAS Coordinator								
b. Language Projects	No matching requested							
c. Curriculum Projects	No matching requested							
d. Outreach								
1. Outreach Coordinator		\$ 10,000	\$ 10,250	\$ 10,250	\$ 10,506	\$ 10,506	\$ 10,506	\$ 10,506
2. Educator Training Institutes								
II. Fringe								
Academic Fringe @ 34.2%	\$ 15,642	\$ 3,420	\$ 16,033	\$ 3,506	\$ 16,435	\$ 3,593	\$ 16,800	\$ 3,593
Non-Academic Fringe @ 28.4%		\$ 4,260		\$ 4,367		\$ 4,476		\$ 4,476
III. Travel								
a. International Faculty Travel Initiatives								\$ 6,000
b. domestic								
1. Administrative travel	No matching requested							
IV. Equipment	No matching requested							
V. Supplies	No matching requested							
VI. Contractual	No matching requested							
VII. Construction	No matching requested							
VIII. Other								
a. Building Intellectual Strength		\$ 2,320	\$ 1,503	\$ 1,503	\$ 18,245	\$ 666	\$ 17,901	\$ 666
b. Outreach Projects		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Total Project	\$ 61,379	\$ 35,000	\$ 62,914	\$ 35,000	\$ 64,487	\$ 35,000	\$ 66,000	\$ 35,000

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$210,000 Year 2: \$210,000 Year 3: \$210,000 Year 4: \$210,000

FLAS Request

Year 1: \$288,000 Year 2: \$288,000 Year 3: \$288,000 Year 4: \$288,000

Type of Applicant

- Single institution University of Minnesota
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input checked="" type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Portuguese, Somali, Swahili